



**This specification is for first teaching from September 2025.
First assessment will be from summer 2027.**

GCSE (9-1)

Specification

GEOGRAPHY B

J386

For first assessment in 2027

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1. Why choose OCR?

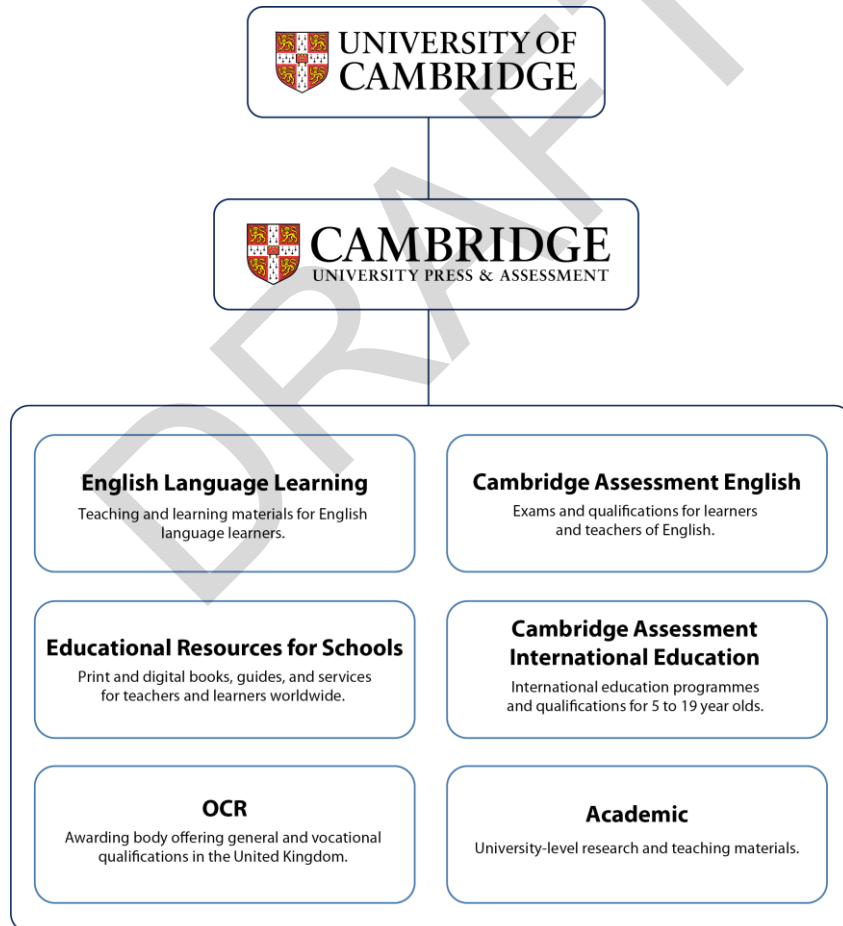
Choose OCR and you have the reassurance that you are working with one of the UK’s leading examination boards.

We collaborate with teachers, employers and Higher Education representatives to develop qualifications which are relevant and meet the needs of students.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications, including Cambridge Nationals and Cambridge Technicals.

We are part of Cambridge University Press & Assessment, Europe’s largest assessment agency and a department of the University of Cambridge. We play a leading role in developing and delivering assessments worldwide, operating in over 150 countries.

We listen. The decisions we make when we develop our specification are based on teacher and student feedback. To tell us more about your experiences of teaching OCR, join our teacher [panel](#) and help shape the future of our assessments.



All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR’s GCSE (9–1) in Geography B J386 is QNXXX/XXX/X.

1.1 Teacher support

We have a range of support services to help you at every stage, from preparation to delivery.

Our teacher support is designed to make teaching our qualifications straightforward, whether you are an experienced teacher, new to teaching, new to OCR, or not a subject specialist of the qualification you are teaching.

Teach Cambridge: our teacher website, providing access to everything you need in one place.

Teacher resources: extensive resources to download or watch. Plan and structure your teaching with curriculum planners, schemes of work and teacher guides, and prepare for assessment with examiner reports, exemplars and NEA guidance.

Professional development: a comprehensive programme of assessor-led courses and Q&A sessions with our experts, plus free teacher network events.

Online training courses: on-demand NEA support and marking practice to complete at your own pace.

ExamBuilder: our free test-maker platform. Access past papers and build your own customised formative assessments for your students.

Access to Scripts: a free service for exams officers to download copies of your students' completed question papers.

Active Results: our free online results analysis service to help you review exam performance.

Request trial access to [Teach Cambridge](#) to explore the range or ask your exams officer to set up your account.

Our [OCR subject advisors](#) provide support and information to centres, including:

Specification and non-exam assessment advice.

Updates on resource developments and training opportunities.

Information on our subject networks giving an opportunity to share ideas and expertise.

Further help and support

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If you would like to find out more about becoming an OCR examiner, please visit [our website](#) for more information.

1.2 People and Planet

OCR is part of Cambridge University Press & Assessment, which has clear commitments to champion sustainability, diversity, trust and respect for our people and planet.

We are committed to supporting a curriculum that helps young people develop an ethical view of the world. This enables them to take social responsibility, understand environmental issues and prepare them for the green jobs of the future.

Our equality, diversity, inclusion and belonging principles are that we:

are respectful and considerate

celebrate differences and promote positive attitudes to belonging

include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society

challenge prejudicial views and unconscious biases

promote a safe and supportive approach to learning

are accessible and fair, creating positive experiences for all

provide opportunities for everyone to perform at their best

are contemporary, relevant and equip everyone to live and thrive in a global, diverse world

create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our [People and Planet page](#).

If you prefer to use a printed copy of the specification, consider printing a selection of pages instead of the full specification. The following are the pages which you might find useful to print:

Specification at a glance

page 5

Subject content

pages 7-18

Glossary of specification terms

page 24

Forms of assessment

page 26-27

2. Specification at a glance

2.1 Assessment overview

Students must complete all question papers (01, 02 and 03) to achieve the OCR Level 1/Level 2 GCSE (9–1) in Geography B.

Content	Assessment
<ul style="list-style-type: none"> Weather Hazards and Changing Climate Dynamic Landscapes Sustaining Ecosystems 	Our Natural World (01) 70 marks 1 hour 15 minutes written paper
<ul style="list-style-type: none"> Fieldwork 	35% of total GCSE
<ul style="list-style-type: none"> Urban Populations Global Development Resource Reliance 	People and Society (02) 70 marks 1 hour 15 minutes written paper
<ul style="list-style-type: none"> Fieldwork 	35% of total GCSE
<ul style="list-style-type: none"> Geographical Skills Decision Making question Inclusion of synoptic assessment 	Geographical Exploration (03) 60 marks 1 hour 30 minutes written paper
	30% of total GCSE

2.2 Content overview

The content of our specification gives students the opportunity to engage with six topics, covering a broad range of subject matter. Each topic is broken down into enquiry questions to engage students and support their thinking about the complexities and interrelationships in the study of geography.

Weather Hazards and Changing Climate

- How can weather become extreme and hazardous?
- What is causing climate change today and what are its impacts?
- What do we mean by climate mitigation and adaptation?

Dynamic Landscapes

- How do plate tectonics shape our landscape?
- How do landscapes in the UK vary?

Sustaining Ecosystems

- Why are natural ecosystems important?
- Why should tropical rainforests matter to us?
- Is there more to polar environments than ice?

Urban Populations

- How are populations changing?
- How are urban places changing in the UK and beyond?
- What are the opportunities and challenges for cities today?

Global Development

- Why are there global variations in development?
- How far does the past influence the present and future development of a country?
- What is the UK's relationship to the wider world?

Resource Reliance

- Is global demand outstripping supply of resources?
- What are the resource issues facing the UK?
- How close is the world to achieving Zero Hunger?

3. Subject content

OCR Level 1/Level 2 GCSE Geography B (9–1) consists of six topics, geographical skills and fieldwork.

The specification will engage students through the exploration of a number of geographical topics encapsulating both the geography of the UK and the rest of the world. Students will be encouraged to make links between topics and to challenge their previous ideas developed in geography through an enquiry approach to the content.

The content has a simple structure with overall enquiry questions broken down into sub-questions and content.

Topic content includes specific terminology, study at a range of scales, concepts, and case studies. All topics include case studies. These can be from the UK or the wider world. It is required that case studies relate to at least two countries other than the UK and that students have contextual knowledge of any countries from which case studies are drawn. Case studies should largely be chosen from the twenty-first century. On occasion case studies may require a more historic reference for example 3.3(b) Antarctic Treaty or 5.2(a) country development in the last 50 years or post – independence.

The topic content is all assessable, therefore examination questions will use the geographical terminology used in the specification.

To support teachers' understanding of the requirements of the subject content, we have used the term 'such as' to exemplify and clarify wording. This exemplification is shown in brackets. Although these examples can be taught, teachers are welcome to pick other relevant content to teach. Where there are multiple points listed, there is no requirement to teach any or all of these; you are welcome to teach alternative content which is relevant to the specification point. Any information in brackets listed as 'such as' will not be assessed directly in exam questions without additional context. However, this information could be included in the mark schemes as examples of relevant ideas that students could include in their answers. Other ideas would be credited in student responses if they are relevant to the question set.

The geographical and fieldwork skills to be taught are listed as content in sections 3.7 and 3.8. For any relevant topics, fieldwork opportunities have been identified, these are outlined at the start of the topic. A compass symbol is shown against specific parts of the topic which may lend themselves to fieldwork.

Physical and Human fieldwork opportunities should be linked to the specification. Note, it is **not** compulsory to undertake fieldwork in relation to all those opportunities listed in the topic content.


3.1 Weather Hazards and Changing Climate

Within this topic students should be given the opportunity to study **two** case studies of extreme weather events. **One** must be located in the UK. **One** must be located outside of the UK. These case studies must relate to events that took place in the twenty-first century.

Possible fieldwork opportunities in this topic could include a UK-based extreme weather event (1.3) and local or indigenous climate change solutions (1.7d).

To support teachers’ understanding of the requirements of the subject content, we have used the term ‘such as’ to exemplify and clarify wording. This exemplification is shown in brackets. Although these examples can be taught, teachers are welcome to pick other relevant content to teach. Where there are multiple points listed, there is no requirement to teach any or all of these; you are welcome to teach alternative content which is relevant to the specification point.

How can weather become extreme and hazardous?	
1.1 What controls our weather?	a. Global atmospheric circulation and how it controls pressure, rainfall and wind patterns across the globe.
	b. The main air masses that influence the UK's weather and the weather characteristics that they bring.
	c. The typical weather associated with depression (low pressure) systems and anti-cyclonic (high pressure) systems.
1.2 Is weather becoming more extreme?	<p>a. An understanding of ‘extreme weather’ using a range of events in the UK (such as heatwaves, named storms) and globally (such as heatwaves, monsoons, tropical storms).</p> <p>b. Distribution and frequency of extreme weather events globally and whether these have changed over time.</p>
1.3 How does extreme weather influence people and places?	<p>a. Case studies of one UK-based extreme weather event (either a named storm or a heatwave), and one non-UK-based extreme weather event (either a heatwave or a monsoon or a tropical storm). For each event study:</p> <ul style="list-style-type: none"> i. the place-specific causes - the extreme weather conditions which led to the event ii. the consequences for people and place iii. the responses.


What is causing climate change today and what are its impacts?	
1.4 What data evidence is there for climate change?	a. How global temperature and precipitation has changed from the beginning of the Quaternary period to the present day.
	b. Causes of natural climate change: <ul style="list-style-type: none"> i. processes of sunspots ii. volcanic eruption iii. Milankovitch cycles.
	c. How human activities of industrialisation, food production and deforestation have caused an enhanced greenhouse effect.
	d. How global patterns of temperature and precipitation are projected to change in a world with global average temperatures of +1.5 °C, +2 °C and +4 °C above pre-industrial levels.
1.5 How significant are the consequences of climate change?	a. Global consequences of climate change in the twenty-first century: <ul style="list-style-type: none"> i. environmental consequences (such as extreme weather events, sea level rise) ii. economic consequences (such as the exploitation of sea ice-free Arctic, the growth of new technologies) iii. social consequences (such as migration, food shortages/hunger/poor nutrition).
	The varying risk for people and places to the consequences of climate change, and an understanding of resilience and vulnerability.
What do we mean by climate mitigation and adaptation?	
1.6 How do greenhouse gas emissions vary over time and space?	a. How patterns of greenhouse gas emissions vary across countries, over time, at differing levels of economic development.
1.7 What actions can society take?	a. Management of climate change by mitigation and adaptation: <ul style="list-style-type: none"> i. aims of the Paris Climate Agreement ii. Sustainable Development Goal 13: Climate Action.
	b. The UK and international mitigation approaches to reduce and stabilise greenhouse gas emissions (such as reduce sources of gases, enhance natural stores (forests)) and the effectiveness of these.
	c. Adaptation as a long-term global response to reducing risks from climate change (such as resilience to extreme weather events, food security, sustainable infrastructure).
	d. How indigenous knowledge is used by local communities to inform climate change solutions (such as natural resource management, traditional farming technologies, preserving biodiversity). 

3.2 Dynamic Landscapes

Within this topic students should be given the opportunity to study **one** case study of a tectonic event that occurred in the twenty-first century. They should also be given the opportunity to study case studies of **two** contrasting landscapes. The landscape case studies **must** be located in the UK.

Possible fieldwork opportunities in this topic could link to 2.6 *How do landscapes of the UK vary?* parts a, b and/or c.

<p>To support teachers' understanding of the requirements of the subject content, we have used the term 'such as' to exemplify and clarify wording. This exemplification is shown in brackets. Although these examples can be taught, teachers are welcome to pick other relevant content to teach. Where there are multiple points listed, there is no requirement to teach any or all of these; you are welcome to teach alternative content which is relevant to the specification point.</p>	
<p>How do plate tectonics shape our landscapes?</p>	
2.1 How does the Earth's crust shift at plate boundaries?	<ul style="list-style-type: none"> a. Structure of the Earth and understanding of theory - slab pull and ridge push to show how tectonic plates move. b. Processes taking place at convergent, divergent and conservative plate boundaries, to show how the movement causes different types of tectonic activity: <ul style="list-style-type: none"> i. shallow and deep focus earthquakes and tsunamis ii. landforms - composite and shield volcanos.
2.2 How can tectonic events be hazardous?	<ul style="list-style-type: none"> a. A case study of one tectonic event, either one earthquake or volcano or tsunami study: <ul style="list-style-type: none"> i. the causes ii. the consequences for people and place iii. the responses to the event.
2.3 How can we use technology to mitigate hazards?	<ul style="list-style-type: none"> a. How technological developments can have a positive impact on mitigation (such as building design, prediction, early warning systems, low-tech solutions using local knowledge) and reduce risk in areas prone to a tectonic hazard of your choice.
<p>How do landscapes of the UK vary?</p>	
2.4 What are the physical landscapes of the UK?	<ul style="list-style-type: none"> a. The distribution of upland, lowland and glacial landscapes in the UK. b. The characteristics of these landscapes, their geology, climate and human activity.
2.5 What physical processes shape the landscapes of the UK?	<ul style="list-style-type: none"> a. The geomorphic processes that are involved in shaping landforms: <ul style="list-style-type: none"> i. weathering - physical, chemical and biological ii. mass movement - rock fall and slumping iii. erosion - abrasion, hydraulic action, attrition and solution iv. transport - traction, saltation, suspension, solution and longshore drift v. deposition. b. The formation of coastal landforms due to: <ul style="list-style-type: none"> i. erosion - headlands, caves, arches and stacks ii. deposition - beaches and spits. c. The formation of river landforms due to: <ul style="list-style-type: none"> i. erosion - V-shaped valley and waterfalls ii. deposition - floodplains and levees iii. erosion and deposition - meanders and ox-bow lakes.

<p>2.6 Where are the physical landscapes of the UK?</p>	<p>a. Case studies of two landscapes in the UK, one coastal landscape and one river basin, for each landscape, study:</p> <ul style="list-style-type: none">i. its landforms created by geomorphic processesii. geomorphic processes operating at different scales and how they are influenced by geology and climateiii. how human activity and management approaches working in combination with geomorphic processes impact the landscape. 
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3.3 Sustaining Ecosystems

Within this topic students should be given the opportunity to study **one** case study of sustainable management of **one** tropical rainforest at the regional and local scale. They should also be given the opportunity to study **one** case study of human activity and management of a polar environment – located in either Antarctica **or** the Arctic. These case studies must relate to management that took place in the twenty-first century.

Possible fieldwork opportunities in this topic could include an investigation into temperate forests and their characteristics (3.1).

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Why are natural ecosystems important?	
3.1 What are global ecosystems?	a. The distribution of large-scale natural global ecosystems - polar, tropical rainforests, temperate forests, grasslands, and hot deserts. 
	b. The characteristics of climate, flora and fauna for these large-scale global ecosystems. 
Why should tropical rainforests matter to us?	
3.2 What biodiversity exists in tropical rainforests?	a. The characteristics of a tropical rainforest ecosystem - biotic and abiotic factors and the nutrient cycle.
	b. The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests
3.3 Why do tropical rainforests need to be managed sustainably?	a. The social, environmental and economic value of tropical rainforests. Two large-scale economic activities (such as logging, mineral extraction, agriculture), and the environmental and social impacts of these.
	b. A case study to illustrate attempts to sustainably manage an area of tropical rainforest (such as ecotourism, community programmes, biosphere reserves, sustainable stewardship, sustainable forestry) at a regional or local scale.
Is there more to polar environments than ice?	
3.4 What makes polar regions so distinct?	a. The characteristics of either Antarctica or the Arctic polar region - biotic and abiotic factors.
	b. The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region.
	c. The social, environmental, and economic value of either the Antarctic or Arctic polar region.
	d. The importance of polar ecosystems for scientific research, bioprospecting and studying the impacts of climate change.
3.5 How are humans seeking a sustainable solution for polar environments?	a. One case study of either Antarctica or the Arctic. For either place, study: <ul style="list-style-type: none"> i. How human activity is impacting the polar environment (such as fishing, whaling, mineral exploitation, energy production, tourism). ii. Attempts to sustainably manage polar environments through global agreements/treaties and local conservation measures.




3.4 Urban Populations

Urban opportunities and challenges are varied and unique and students investigate these through case studies of **two** cities: **one** from an **advanced country (AC)** and **one** from either an **emerging and developing country (EDC)** or a **low-income developing country (LIDC)**. Within each city, students study contrasting ways of life, geographical processes, problems and sustainable initiatives, therefore gaining a holistic understanding of what makes up the urban fabric of each place.

Possible fieldwork opportunities in this topic could include an investigation into population trends or responses to an ageing population (4.1), causes and consequences of urban trends in the UK (4.2) and - linked to the case study - how urban growth has created opportunities and challenges (4.6) and sustainable initiatives in a city (4.7).

To support teachers’ understanding of the requirements of the subject content, we have used the term ‘such as’ to exemplify and clarify wording. This exemplification is shown in brackets. Although these examples can be taught, teachers are welcome to pick other relevant content to teach. Where there are multiple points listed, there is no requirement to teach any or all of these; you are welcome to teach alternative content which is relevant to the specification point.

How are populations changing?	
4.1 What are the causes, effects and responses to a changing population in the UK?	a. Population trends in the UK, since 2001, using population pyramids and migration statistics to show demographic variations. 
	b. Spatial distribution, causes, opportunities, challenges of and responses to an ageing population. 
How are urban places changing in the UK and beyond?	
4.2 How significant is urban change in the UK?	a. Causes and consequences of urban trends in the UK: <ul style="list-style-type: none"> i. strong population growth rates in cities ii. urban sprawl iii. loss of greenbelt land iv. urban and suburban densification. 
4.3 How are UK urban economies changing?	a. Changes in UK urban economies: <ul style="list-style-type: none"> i. government’s approach ii. new businesses and innovation iii. employees’ working patterns.
4.4 How is the global pattern of urbanisation changing?	a. How urban growth rates vary in parts of the world with contrasting levels of economic development.
	b. The rise in megacities and their changing distribution across the world.
4.5 What does rapid urbanisation mean for cities?	a. The causes and consequences of rapid urbanisation.
What are the opportunities and challenges for cities today?	
This enquiry question is studied through case studies of one AC city and one EDC or LIDC city to answer sub-questions 4.6 and 4.7.	

<p>4.6 What is life like for people in a city?</p>	<ul style="list-style-type: none"> a. The city’s location and importance within its region, the country, and the wider world. b. Patterns of national and international migration and how these are changing the growth, ethnic diversity and character of the city (such as food, fashion, language). c. How urban growth has created opportunities for people living in the city (such as leisure, employment).  d. Contemporary challenges that affect life in the city (such as inequalities, housing availability, transport provision, access to services and infrastructure, access to employment). 
<p>4.7 How can cities become more sustainable?</p>	<ul style="list-style-type: none"> a. For each city study one initiative to make it more sustainable (such as the use of brownfield sites, waste recycling, transport improvements). For either your AC or EDC / LIDC city, one of these initiatives should be a community-led approach. 

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3.5 Global Development

Through an in-depth study of one **low-income developing country (LIDC)**, students investigate the development journey the country has been on so far, how its global connections may influence the future and possible alternative development strategies.

To support teachers' understanding of the requirements of the subject content, we have used the term 'such as' to exemplify and clarify wording. This exemplification is shown in brackets. Although these examples can be taught, teachers are welcome to pick other relevant content to teach. Where there are multiple points listed, there is no requirement to teach any or all of these; you are welcome to teach alternative content which is relevant to the specification point.

Why are there global variations in development?

5.1 How can we define development?	a. An understanding of the term 'development' and the ways in which countries can be classified by geographic region, GDP and GNI per capita and the Human Development Index.
5.2 How can development be measured?	a. Economic, social, and environmental measures of development, (such as GNI per capita, birth and death rates, the Human Development Index and the Happy Planet Index), and how they illustrate uneven development across the world.
	b. Limitations of economic and social measures of development.
5.3 What has led to uneven development across the globe?	a. Influences on global uneven development: <ul style="list-style-type: none"> i. human factors (such as migration, globalisation, investment) ii. physical factors (such as climate, geographical location, natural hazards) iii. colonialism and unequal trade patterns (such as conflict, political instability, relationships between countries, Transnational Corporations (TNCs), resource exploitation)

How far does the past influence the present and future development of a country?

This enquiry question is studied through **one case study** of an **LIDC** to answer sub-questions 5.4, 5.5 and 5.6.

5.4. How has the country developed so far?	a. How the country has developed economically - influences of population, society, technology and politics, in the past 50 years, or post-independence.
	b. How the country's wider political, social and environmental context has influenced its development.
	c. Progress towards the relevant Sustainable Development Goals (SDG) for this country.
5.5 What global connections influence its development?	a. The country's international trade and how this influences development (such as its potential reliance on a single, or few, commodities).
	b. The opportunities and challenges relating to Transnational Corporation (TNC) investment for development.
	c. The influence of international aid for its development.
5.6 What development strategy is most appropriate?	a. The opportunities and challenges of one top-down and one bottom-up strategy in the country.

What is the UK's relationship to the wider world?

5.7 How does the UK influence development?	a. The UK's political and economic alliances and influence through its membership of international organisations (such as the UN, the World Bank and NATO).
	b. The UK's approach to international development - trade, investment and humanitarian work.

5.8 What cultural connections has the UK made?	<p>a. Cultural connections between the UK and the wider world:</p> <ul style="list-style-type: none">i. import of cultural content (such as media, music) and cultural traditions (such as food, customs)ii. export of the UK's creative industries and their global influence (such as television programmes, film).
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3.6 Resource Reliance

Within this topic students should be given the opportunity to study **one** case study of food security in one country. Data relating to food security in this country should relate to the twenty-first century.

Possible fieldwork opportunities in this topic could include an investigation into the resource issues facing the UK (6.2); factors influencing food production in the UK and the success of one attempt in helping achieve food security at a local level (6.4); and how sustainable attempts are to achieve food security (6.5).

To support teachers’ understanding of the requirements of the subject content, we have used the term ‘such as’ to exemplify and clarify wording. This exemplification is shown in brackets. Although these examples can be taught, teachers are welcome to pick other relevant content to teach. Where there are multiple points listed, there is no requirement to teach any or all of these; you are welcome to teach alternative content which is relevant to the specification point.

Is global demand outstripping supply of resources?	
6.1 What is the global demand for resources?	a. How the global demand and supply of food, energy and water have changed since 1950.
What are the resource issues facing the UK?	
6.2 How has changing demand for land use affected the UK?	a. How environments and ecosystems are used and modified by humans in the UK: <ul style="list-style-type: none"> i. mechanisation of farming and commercial fishing to provide food ii. changing technology to provide energy iii. reservoirs and water transfer schemes to provide water.
	b. How competing pressures from different land uses (such as house building, energy supplies, infrastructure) impact on resource availability - water stress and food supplies.
How close is the world to achieving Zero Hunger?	
6.3 What does it mean to be food secure?	a. Global distribution of access to food and how these patterns are measured.
	b. Understand the term ‘food security’ and the human and physical factors which influence this.
	c. The targets of universal access to safe and nutritious food and ending malnourishment as part of Sustainable Development Goal (SDG) 2: Zero Hunger by 2030.
6.4 How can the country work towards becoming more food secure?	a. A Case study of attempts to achieve food security in one country. For your chosen country study: <ul style="list-style-type: none"> i. investigation of statistics relating to food consumption and availability over time ii. physical and human factors influencing food production (such as climate change, natural hazards, price shocks, political instability) and attempts to adapt to this (such as climate resilient crops, food imports, biotechnology) iii. the success of one attempt in helping achieve food security at a local scale iv. the effectiveness of one past and one present attempt to achieve food security at a national scale.

<p>6.5 How sustainable are attempts to achieve food security?</p>	<p>a. The environmental, economic and social sustainability of attempt to achieve food security:</p> <ul style="list-style-type: none">i. an indigenous or community-based small-scale approachii. ethical consumerism, fairly traded goods or food wasteiii. advances in technology to increase food production.
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3.7 Geographical skills

Geographical skills are fundamental to the study and practice of geography. They are integrated into all aspects of the subject. The skills listed on the following pages provide a basis for further study and research across a range of subjects as well as being core skills for the world of work. Learning these skills in the context of the specification covering the six topics will stimulate students to ‘think geographically’. It will also provide them with opportunities to apply the skills in a wide range of curriculum or learning contexts.

Students will be able to apply the skills listed on the current and following pages in familiar and novel contexts. Teaching and learning should embed and contextualise the listed geographical skills into the content of all six topics, and into preparation for the three assessed components.

<p>7.1 With respect to cartographic skills, students should be able to:</p> <ol style="list-style-type: none"> Select and construct maps, using appropriate scales and annotations, to present information. Interpret cross-sections and transects. Use and understand coordinates, scale and distance. Extract, interpret, analyse and evaluate information. Use and understand gradient, contour and spot height (on OS maps and other isoline maps). Describe, interpret and analyse geo-spatial data presented in a GIS framework. 	<p>7.2 With respect to graphical skills, students should be able to:</p> <ol style="list-style-type: none"> Select and construct appropriate graphs and charts, using appropriate scales and annotations to present information. Effectively present and communicate data through graphs and charts. Extract, interpret, analyse and evaluate information.
<p>Maps to be studied:</p>	<p>Graphs and charts to be studied:</p>
Atlas maps	Bar graphs (horizontal, vertical and divided)
OS maps (1:50 000 and 1:25 000 scales)	Histograms (with equal class interval)
Base maps	Line graphs
Choropleth maps	Scatter graphs (including best fit line)
Isoline maps	Dispersion graphs
Flow line maps	Pie charts
Sphere of influence maps	Climate graphs
Route maps	Proportional symbols
Sketch maps	Pictograms
	Cross-sections
	Population pyramids

- 7.3** With respect to **numerical** and **statistical** skills, students should be able to:
- Demonstrate an understanding of number, area and scale.
 - Demonstrate an understanding of the quantitative relationships between units.
 - Understand and correctly use proportion, ratio, magnitude and frequency.
 - Understand and correctly use appropriate measures of central tendency, spread and cumulative frequency including, median, mean, range, quartiles and inter-quartile range, mode and modal class.
 - Calculate and understand percentages (increase and decrease) and percentiles.
 - Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
 - Interpret tables of data.
 - Describe relationships in bivariate data.
 - Sketch trend lines through scatter plots.
 - Draw estimated lines of best fit.
 - Make predictions; interpolate and extrapolate trends from data.
 - Be able to identify weaknesses in statistical presentations of data.
 - Draw and justify conclusions from numerical and statistical data.
- 7.4** With respect to **formulating enquiry and argument**, students should be able to:
- Deconstruct, interpret, analyse and evaluate visual images including photographs, cartoons, pictures and diagrams.
 - Analyse written articles from a variety of sources for understanding, interpretation and recognition of bias.
 - Suggest improvements to, issues with or reasons for using maps, graphs, statistical techniques and visual sources, such as photographs and diagrams.

3.8 Fieldwork

3.8.1 Fieldwork skills

'Geographical fieldwork' may be defined as the experience of understanding and applying specific geographical knowledge, understanding and skills to a particular and real out-of-classroom context. In undertaking fieldwork, students practise a range of skills, gain new geographical insights and begin to appreciate different perspectives on the world around them. Fieldwork adds 'geographical value' to study, allowing students to 'anchor' their studies within a real-world context. Fieldwork must be undertaken:

- outside the classroom and beyond the school grounds
- on **at least two** occasions
- in contrasting locations
- include both **physical** and **human** geographical contexts.

The value of fieldwork goes beyond the aim of collecting primary data. The understanding generated from experiencing geographical concepts, processes and issues in the real world can be illuminating for students. The investigative process goes beyond data collection, encompassing other key aspects including the presentation and analysis of results, drawing conclusions and critically reflecting on the process.

The following areas of fieldwork will be assessed, through both students' own experiences of fieldwork and unfamiliar contexts:

- i. Understanding of the kinds of questions capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate these.
- ii. Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
- iii. Processing and presenting fieldwork data in various ways including maps, graphs and diagrams.
- iv. Analysing and explaining data collected in the field using knowledge of relevant geographical case studies and theories.
- v. Drawing evidenced conclusions and summaries from fieldwork transcripts and data.
- vi. Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

The assessment of fieldwork will take place within both the Our Natural World (01) and the People and Society (02) components. Physical fieldwork will be assessed in component 01 and human fieldwork in component 02. Fieldwork questions in the exam will include those about the student's own fieldwork experience; these are shown as familiar fieldwork. There will also be exam questions about an unfamiliar context, where students can draw on their transferable skills and apply these to their answers. For the questions in the unfamiliar fieldwork context, students will be assessed on their ability to apply their knowledge and understanding. These questions will include resources as a stimulus to support and assess students.

3.8.2 Fieldwork written statement

Centres must provide a written statement to OCR detailing at least **two** occasions where students have been given the opportunity to carry out fieldwork.

These opportunities must include the exploration of both physical and human processes and the two opportunities should be in two contrasting environments.

Centres must provide fieldwork opportunities for their students. This does not go so far as to oblige centres to ensure that all of their students take part in the fieldwork. There is always a risk that an individual student may miss the arranged fieldwork, for example because of illness. It could be costly for the school to run additional fieldwork opportunities for the student. However, the opportunity to take part in fieldwork must be given to all students. Students who do not take up the opportunity may be disadvantaged, as there will be questions on fieldwork in the OCR Level 1/Level 2 GCSE Geography B assessment.

The fieldwork written statement should be submitted to OCR containing the following information in respect of each of the fieldwork opportunities:

- the date on which it was provided
- the location at which it was provided
- the environment to which it related
- the number of students who participated
- the main issues/questions investigated during the fieldwork opportunities
- the relationship of the fieldwork opportunities to the specification content.

Centres must provide the fieldwork written statement by 15 May in the year the student certificates. Any failure by a centre to provide a fieldwork written statement to OCR in a timely manner will be treated as malpractice and/or maladministration (under General Condition A8 (*Malpractice and maladministration*)).

3.9 Use of mathematics and statistics in geography

The list below outlines the range and extent of mathematical and statistical techniques considered appropriate to OCR Level 1/Level 2 GCSE (9–1) Geography B.

3.9.1 Cartographic skills

- Use and understand gradient, contour and spot height on OS maps and other isoline maps (e.g. *weather charts*).
- Interpret cross-sections and transects.
- Use and understand coordinates, scale and distance.
- Describe and interpret geo-spatial data presented in a GIS framework (e.g. *analysis of flood hazard using the interactive maps on the Environment Agency website*).

3.9.2 Graphical skills

- Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts and histograms with equal class intervals.
- Interpret and extract information from different types of graphs and charts including any of the above and others relevant to the topic (e.g. *proportional symbols, dispersion graphs*).
- Interpret population pyramids, choropleth maps and flow-line maps.

3.9.3 Numerical skills

- Demonstrate an understanding of number, area and scale and the quantitative relationships between units.
- Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
- Understand and correctly use proportion and ratio, magnitude and frequency (e.g. *1:200 flood; logarithmic scales such as the Richter scale, in orders of magnitude*).
- Draw informed conclusions from numerical data.

3.9.4 Statistical skills

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

Examples in italics are to aid understanding and suggest range.

3.10 Glossary of specification terms

Terms	Meaning
Advanced countries (AC)	Countries which share a number of important economic development characteristics including well-developed financial markets, high degrees of financial intermediation and diversified economic structures with rapidly growing service sectors. 'ACs' are as classified by the IMF.
Emerging and developing countries (EDC)	Countries which neither share all the economic development characteristics required to be advanced or are eligible for the Poverty Reduction and Growth Trust (PRGT). 'EDCs' are as classified by the IMF.
Low-income developing countries (LIDC)	Countries which are eligible for the Poverty Reduction and Growth Trust (PRGT) from the IMF. 'LIDCs' are as classified by the IMF.
Geographical Information System (GIS)	A digital system for capturing, storing, checking and displaying data related to positions on the Earth's surface. GIS can show many different kinds of data on one map, such as streets, buildings and vegetation. These additional layers enable people to more easily see, analyse and understand patterns and relationships.
Local scale	A local scale can be either local to the student or another small-scale location.
Regional scale	A region is an area of land that has common features. These features can be identified by dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate or landscape.
Case study	An examination of a particular real-world place or event. All case studies should be drawn from the twenty-first century.

3.11 Aims and learning outcomes

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created a teacher-friendly specification based on extensive research and engagement with teachers. It's designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

OCR's Level 1/Level 2 GCSE (9–1) in Geography B will enable students to build on their Key Stage 3 knowledge and skills to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales including global, and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

This GCSE (9–1) qualification aims to encourage students to think like geographers through an enquiry approach to contemporary topics of study. The enquiry questions allow students to be engaged in the subject matter and understand how the content is relevant to them.

An enquiry approach to geography ensures students discover something about the nature of geographical knowledge and how the scope of the subject is changed by the questions which are asked. Study, contextualised through exciting topics, will allow students to easily engage with the subject matter.

The qualification integrates fieldwork and geographical skills into the content and assessments, giving a holistic approach to their assessment. This will ensure these skills are embedded within teaching and learning.

This qualification will provide students with a solid grounding, whether they are going on to Further Education, Higher Education or the workplace. The qualification aims to inspire a passion for Geography within students which encourages an interest in the subject beyond academic achievements, for the rest of their lives.

OCR has a comprehensive support package in place for the delivery of this qualification including a range of free resources available on the website, CPD opportunities and Geography Subject Advisors who are available to support teachers. This support will continuously evolve to suit the requirements of teaching and learning throughout the lifetime of the specification, based on continued feedback from teachers.

4. Assessment

4.1 Forms of assessment

For this qualification students must complete question papers as detailed in the table below.

OCR Level 1/Level 2 GCSE (9–1) in Geography B		
(01) Our Natural World		
<p>The exam paper includes the assessment of three topics and physical geography fieldwork. The questions range from low tariff (1–4 marks) to high tariff (6 marks). The assessment of case studies will be included in the exam paper. One of the high-tariff questions in Section A will have an additional 3 marks available for spelling, punctuation and grammar (SPaG).</p> <p>The exam paper includes questions which assess geographical skills. These will be low tariff and set within the context of a topic. The final section in the exam paper is focused on the assessment of fieldwork. Students will have questions on familiar fieldwork (their own fieldwork) and unfamiliar fieldwork which will be based on physical geography fieldwork. Wherever possible, resources will be embedded into the exam paper for sections A and B.</p>		
1 hour 15 minutes Written paper 70 marks*	This question paper has two sections: <ul style="list-style-type: none"> Section A: Questions on all individual topic areas (Weather Hazards and Changing Climate, Dynamic Landscapes and Sustaining Ecosystems) Section B: Physical Geography Fieldwork. There will be questions on all topics.	Students answer all questions. Resources will be embedded within the exam paper. The question paper is externally assessed. Marks associated with geographical skills will be assessed within this question paper. *There will be 3 marks for SPaG included in the marks for this question paper.
35% of the total GCSE		
(02) People and Society		
<p>The exam paper includes the assessment of three topics and human geography fieldwork. The questions range from low tariff (1-4 marks) to high tariff (6 marks). The assessment of case studies will be included in the exam paper. One of the high-tariff questions in Section A will have an additional 3 marks available for spelling, punctuation and grammar (SPaG).</p> <p>The exam paper includes questions which assess geographical skills, these will be low tariff and set in the context of a topic. The final section in the exam paper is focused on the assessment of fieldwork. Students will have questions on familiar fieldwork (their own fieldwork) and unfamiliar fieldwork which will be based on human geography fieldwork. Wherever possible, resources will be embedded into the exam paper for Sections A and B.</p>		
1 hour 15 minutes Written paper 70 marks*	This question paper has two sections: <ul style="list-style-type: none"> Section A: Questions on all individual topic areas (Urban Populations, Global Development, and Resource Reliance) 	Students answer all questions. Resources will be embedded within the exam paper. The question paper is externally assessed.

OCR Level 1/Level 2 GCSE (9–1) in Geography B		
	<ul style="list-style-type: none"> Section B: Human Geography Fieldwork. There will be questions on all topics.	Marks associated with geographical skills will be assessed within this question paper. *There will be 3 marks for SPaG included in the marks for this question paper.
35% of the total GCSE		
(03) Geographical Exploration		
For this exam paper there is no additional content to learn, as it draws from different topics across the course of study. The exam paper will have an unseen country context, which will be used to frame the questions. This paper includes questions which assess geographical skills, these will be low tariff. The paper also includes a high-tariff decision-making question which will have an additional 3 marks available for spelling, punctuation and grammar (SPaG). This exam paper includes a separate resource booklet as students may be required to use more than one resource to answer a question. There will be no assessment of fieldwork included in this paper.		
1 hour 30 minutes Written paper 60 marks*	This question paper has a series of questions focusing on synoptic assessment of material from a range of topics across the specification and will feature a decision-making exercise.	Students answer all questions. A separate Resource Booklet is provided with the question paper. The question paper is externally assessed. Marks associated with geographical skills will be assessed within this question paper. *There will 3 marks for SPaG included in the marks for this question paper.
30% of the total GCSE		

Within each of the three question papers there will be a combination of short answer questions which carry a low tariff (up to 4 marks), and higher tariff extended response questions (of 6 and 9 marks).

The assessment of geographical skills will be integrated into all three assessments. Skills questions throughout the components will be based on geographical scenarios with unseen resources. The scenarios in which skills are set may or may not be directly linked to at least one of the six topics.

A minimum of 10% of the overall assessment marks across the three components are targeted at the use of mathematics and statistics in geography (please see section 3.4).

There is no optionality within the content or assessment and so students will be required to develop an understanding of the entire content across all of the question papers and their constituent themes.

4.2 Assessment of extended response

The assessment materials for this qualification provide students with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

4.3 Spelling, punctuation and grammar, and the use of specialist terminology

In the specification as a whole, 5% of the subject marks will be used to credit the accuracy of the students' spelling, punctuation and grammar and their use of specialist terminology (SPaG).

There will be 3 marks available for SPaG within each component, which is a total of 9 marks for the qualification. The questions in which SPaG is assessed will be extended responses and will be clearly indicated on assessment materials. These will be in Section A of components 01 and 02 and the final question of component 03.

The marking expectations for spelling, punctuation and grammar and the use of specialist terminology (SPaG) can be found at the back of the mark schemes for these assessment materials.

4.4 Assessment objectives (AO)

There are four assessment objectives in OCR Level 1/Level 2 GCSE (9–1) in Geography B and these are detailed in the table below.

Students are expected to:

Assessment objectives	
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> • concepts and how they are used in relation to places, environments and processes; • the interrelationship between places, environments and processes.
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

The relationship between the assessment objectives and the components are shown in the table below:

Component	Assessment Objective weightings (in %) Geography B (J386)			
	AO1	AO2	AO3	AO4
Our Natural World (J386/01)	7.5	7.5	11.5	9
People and Society (J386/02)	7.5	7.5	11.5	9
Geographical Exploration (J386/03)	0	10	12	7
Total	15	25	35	25

Within the assessments, approximately 10% of the marks will be assessing AO3 applied in fieldwork context(s) and 5% of the marks will be associated with AO4 applied to responding to questions with fieldwork data and contexts.

4.5 Command words

The table below highlights the command words used in this qualification's assessments.

Key command word	Definition
Calculate	Work out the numerical value.
Compare	Give an account of the similarities and/or differences between two (or more) items or situations, referring to both (all) of them throughout.
Complete	Add information, for example, to a table, diagram or graph to finish it.
Define	Use your knowledge to state the meaning of a given term.
Describe	Give an account using relevant concepts, processes, characteristics and, if necessary, examples.
Discuss	Offer a considered and balanced review that includes a range of arguments or factors. Opinions, evaluation points or conclusions should be presented clearly and supported by appropriate evidence.
Draw	Produce a diagram/sketch/graph with sufficient detail/annotation and labels to illustrate the answer.
Evaluate	Judge or calculate the quality, importance, amount, or value of something, exploring the strengths and limitations of both sides of an argument against selected criteria.
Examine	To look at, investigate, or scrutinise carefully, or in detail.
Explain	Use relevant knowledge and/or evidence and/or ideas to demonstrate understanding of.
Identify	Recognise/find/select the required answer.
Justify	Use evidence and clear reasoning to support a case.
Outline	Give a short account, summary or description.
Plot	Mark points accurately for a given range of values, using labelled axes.
State	Express clearly and briefly.
Suggest	Give possible alternatives, produce an idea, put forward (for example) an idea or a plan for consideration.
To what extent to do you agree	How much you agree with a statement based on the evidence.

4.6 Synoptic assessment

Synoptic assessment is the students' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding from across different parts of the GCSE (9–1) course.

The purpose of synoptic assessment is to encourage the understanding and application of Geography as a discipline. It provides students with the opportunity to critically engage with interrelationships in a real-world context.

As the content of the Geographical Exploration (03) component comes from the six topics, it allows students a natural route to developing synoptic skills.

4.7 Calculating qualification results

A student's overall qualification grade for OCR Level 1/Level 2 GCSE (9–1) in Geography B will be calculated by adding together their marks from the three question papers taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the relevant exam series to determine the student's overall qualification grade.

Further help and support

To find out more, you can also read our:

- Assessment Story where we explain our assessment approach
- Annotated sample assessment material (SAMs) where we explain the key points for each exam.

Request trial access to [Teach Cambridge](#) to explore the full range of teacher support or ask your exams officer to set up your account.

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5.1 Before you start

5.1.1 Prior knowledge, learning and progression

Students in England who are beginning a GCSE (9–1) course are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required.

There are no prior qualifications required in order for students to enter for an OCR Level 1/Level 2 GCSE (9–1) in Geography B, nor is any prior knowledge or understanding required for entry onto this course.

GCSEs are qualifications that enable students to progress to further qualifications either Vocational or General.

This qualification provides the ideal foundation for students to progress to [OCR AS or A Level Geography](#).

5.1.2 Total qualification time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a student to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study and assessment. The total qualification time for OCR Level 1/Level 2 GCSE (9–1) Geography B is 140 hours. The total guided learning time is 120-140 hours.

5.1.3 Overlap with other qualifications

There is a large degree of overlap between the content of this specification and that for the current OCR Level 1/Level 2 GCSE (9–1) in Geography A (Geographical Themes).

5.1.4 Qualification availability outside of England

This qualification is available in England. For Wales and Northern Ireland please check the Qualifications in Wales Portal (QIW) or the Northern Ireland Department of Education Performance Measures / Northern Ireland Entitlement Framework Qualifications Accreditation Number (NIEFQAN) list to see current availability.

5.1.5 Language

This qualification is available in English only. All assessment materials are available in English only and all candidate work must be in English.

5.1.6 Assessment availability

There will be one examination series available each year in May/June to **all** students.

This specification will be certificated from the June 2027 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

5.1.7 Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken. Detailed information about eligibility for special consideration can be found in the JCQ A guide to the special consideration process.

5.1.8 Malpractice

Any breach of the regulations for the conduct of examinations may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the *JCQ Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5.1.9 Access arrangements and reasonable adjustments

Reasonable adjustments and access arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the *JCQ Access Arrangements and Reasonable Adjustments*.

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage students who share a protected characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

5.1.10 External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ publication *Instructions for Conducting Examinations*.

Students are permitted to use a scientific or graphical calculator for components 01, 02 and 03. Calculators are subject to the rules in the document *Instructions for Conducting Examinations* published annually by [JCQ](#).

5.1.10.1 Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the [OCR website](#).

5.1.10.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Ofqual has published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting of evidence of student performance please visit our website at: <https://www.ocr.org.uk/administration/general-qualifications/assessment/>

5.2 Making entries

5.2.1 Pre-assessment

5.2.1.1 Estimated entries

Estimated entries are your best projection of the number of students who will be entered for a qualification in a particular series. Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

5.2.1.2 Final entries

Final entries provide OCR with detailed data for each student, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All students taking an OCR Level 1/Level 2 GCSE (9–1) in Geography B must be entered for J386.

Entry code	Title	Component code	Component title	Assessment type
J386	Geography B	01	Our Natural World	External Assessment
		02	People and Society	External Assessment
		03	Geographical Exploration	External Assessment

5.2.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website at: <https://www.ocr.org.uk/administration/general-qualifications/assessment/>.

5.2.3 Retaking the qualification

Students can retake the qualification as many times as they wish. They retake all components of the qualification.

5.3 After the exams

5.3.1 Results and certificates

5.3.1.1 Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Students who do not reach the minimum standard of 1 will be Unclassified (U). Only subjects in which grades 9 to 1 are attained will be recorded on certificates.

5.3.1.2 Results

Results are released to centres and students for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each student:

- The grade for the qualification
- The raw mark for each component
- The total weighted mark for the qualification.

The following supporting information will be available:

- Raw mark grade boundaries for each component
- Weighted mark grade boundaries for the qualification.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A student's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/Level 2 GCSE (9–1) in Geography B'.

5.3.2 Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a student's results, centres may request a review of marking.
- **Missing and incomplete results** – This service should be used if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

5.3.3 Grade descriptors

Grade 8

To achieve Grade 8 candidates will be able to:

- demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues
- demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena
- construct sustained and convincing arguments to draw well-evidenced conclusions
- use and evaluate a wide range of geographical skills and techniques effectively.

Grade 5

To achieve Grade 5 candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues
- demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena
- construct coherent arguments to draw conclusions supported by evidence
- use a range of geographical skills and techniques accurately, showing understanding of their purpose.

Grade 2

To achieve Grade 2 candidates will be able to:

- demonstrate limited knowledge, understanding and application of geographical information and issues
- demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena
- make straightforward comments with some reference to evidence
- use some basic geographical skills and techniques with limited accuracy.

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