

For exams January, May and November onwards
For teaching from September 2021 onwards

SPECIFICATION >



Learning
Resource Network

LRN INTERNATIONAL GCSE GEOGRAPHY (7041)



THE QUEEN'S AWARDS
FOR ENTERPRISE:
INTERNATIONAL TRADE
2020

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BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers. LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields. In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

ACCOLADES

Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



INTRODUCTION

This specification provides an overview to the LRN International GCSE Geography¹. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

OBJECTIVE

The LRN International GCSE Geography aims to provide a comprehensive understanding of both physical and human geography. It enables learners to gain insights into natural environments, understand the economic impacts on communities, and explore the relationships between people and the environment. Additionally, it focuses on developing analytical skills to interpret and evaluate geographical information and issues, and emphasizes practical application through investigative analysis and coursework.

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

PROGRESSION

The LRN International GCSE Geography has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 2 qualification in Geography;
2. LRN Level 2 Certificate or Diploma in Pre-A Foundation Studies;
3. LRN Level 3 Diploma in Pre-U Foundation Studies;
4. A higher level of any qualification – e.g. A-Level, Diploma
5. Vocationally Related Qualifications

QUALIFICATION OVERVIEW

Number	Subject Content	AO	Exam
1	Physical Geography	1, 2, 3, and 4	Combination of written exam papers (externally set and marked) and practical demonstration of skills carried out through investigative analysis coursework combined with a portfolio presentation (externally set, marked and moderated).
2	Human Geography	1, 2, 3, and 4	<p>Paper 1: Short answer questions and Data Response</p> <p>Duration: 1 hour 30 minutes</p> <p>Paper 2: Short answer questions and Data Response</p> <p>Duration: 1 hour 30 minutes</p> <p>Paper 3: Portfolio Assessment</p>

BREAKDOWN OF ASSESSMENT OBJECTIVES

AO 1 – demonstrate knowledge of locations, places, processes, environments and different Scales.

AO 2 – demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.

AO 3 – apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.

AO 4 – select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

ASSESSMENT

The assessment for this qualification consists of a combination of written exam papers, set and marked by the LRN and a Portfolio Assessment externally set, marked and moderated.

Assessment objectives (AOs)	Weighting		
	Paper 1	Paper 2	Paper 3
AO1	50%	10%	20%
AO2	15%	40%	30%
AO3	20%	10%	20%
AO4	15%	40%	30%

GUIDED LEARNING HOURS

The guided learning hours (GLH) for this qualification are 130. Please note the hours stated are indicative.

ENTRY

One entry, for each learner, per qualification is sufficient and will cover all the question papers (and the practical assessment) including certification.

PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

GRADING

Results are reported, as 9 to 1.

RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

RE-TAKES

Whereas candidates can re-take the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification. Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

1	Physical Geography		
Aim The aim of this subject is to enhance learner understanding as to the processes involved with physical geography, Topics will include an overview of the natural environments such as rivers, rural areas, urban areas and coastal waterways. This unit will explore the various hazards caused within the atmosphere, waste, pollution and damage from businesses, people, places, land and infrastructure.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Know how to categorise growth within countries.	1.1	Define the meaning of a (i) developed country, (ii) an underdeveloped country and (iii) an emerging country.
		1.2	Explain how the GDP is affected within a (i) developed country, (ii) an underdeveloped country and (iii) an emerging country.
		1.3	Describe how population growth impacts on a (i) developed country, (ii) an underdeveloped country and (iii) an emerging country.
2	Know how to categorise river environments.	2.1	Evaluate the importance of river environments and how they can be sustained effectively.
		2.2	Outline river landforms and the way in which they are impacted by physical processes.
		2.3	Summarise how the hydrological cycle affects the world's water supply.
3	Know how to categorise coastal environments.	3.1	Outline how coastal landforms are affected by physical processes.
		3.2	Describe ways in which coastal landforms are affected through (i) human intervention, (ii) vegetation, (iii) changes in sea levels, (iv) erosion, and (v) marine processes.
		3.3	Explain how ecosystems develop over time.
		3.4	Evaluate how coastal ecosystems are at risk by (i) people, (ii) businesses, (iii) deforestation and (iv) travel & tourism.
		3.5	Describe features of coastal ecosystems.

4	Know how to categorise hazardous environments.	4.1	Outline the short-term impact on the environment of natural hazards.
		4.2	Summarise long-term effects of (i) earthquakes, (ii) volcanoes, and (iii) tropical storms.
		4.3	Outline the impact to countries from physical, social and economic natural hazards.
		4.4	Describe the characteristics of (i) earthquakes, (ii) volcanoes, and (iii) tropical storms.
		4.5	Explain the causative effect of plate tectonics/boundaries on volcanoes and earthquakes.
5	Be able to demonstrate a practical awareness of physical influences on geographical concepts.	5.1	Investigate and report on methods which can sustain river environments effectively.
		5.2	Investigate and report on river landforms and other environments in terms of how they are impacted by physical processes.
		5.3	Investigate and report on how coastal landforms are affected by physical processes.
		5.4	Investigate and report on ways in which coastal landforms are affected through (i) human intervention, (ii) vegetation, (iii) changes in sea levels, (iv) erosion, and (v) marine processes.
		5.5	Investigate and report on how coastal ecosystems are at risk by (i) people, (ii) businesses, (iii) deforestation and (iv) travel & tourism.
		5.6	Investigate and report on the impact to countries from physical, social and economic natural hazards.

2	Human Geography		
Aim The aim of this subject is to enhance learner understanding as to the processes involved with human geography, Topics will include an overview of economic impact on communities (e.g. use of energy, resources and conservation, sustainability). This unit will explore the various relationships between people, land and wider-environment, and societal factors.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Know how the level of activity and energy within a population impacts on its economic stability.	1.1	Explain how the Clark Fisher Model applies to employment structures and levels of development.
		1.2	Classify employment in terms of its impact on various economic sectors (i.e., primary, secondary, tertiary).
		1.3	Describe how economic sector shifts affect different countries.
		1.4	Outline how employment affects economic development, urban migration, and rural migration.
		1.5	Explain the relationship between resources and population growth/decline.
2	Understand the meaning and purpose of conservation and sustainability within an environment.	2.1	Outline the meaning of conservation in terms of energy and resources.
		2.2	Outline the meaning of sustainability in terms of energy and resources.
		2.3	Describe conservation.
		2.4	Describe sustainability.
3	Understand the impact of rural environments.	3.1	Summarize how rural environments are impacted by human activities.
		3.2	Explain how humans make use of a natural ecosystem
		3.3	Describe how humans make use of an ecosystem through farming and agricultural development.
		3.4	Define the key characteristics of a landscape, climate settlement, employment, and land-use.

		3.5	Describe the characteristics of various biomes.
		3.6	Describe the key factors leading to rural changes in different countries.
4	Understand the impact on urban environments.	4.1	Define urbanization, suburbanization, and counter-urbanization.
		4.2	Describe the impact of urban changes in different countries.
		4.3	Explain the challenges facing different countries.
		4.4	Summarize how a growing population impacts an urban area.
5	Be able to demonstrate a practical awareness of human influences on geographical concepts.	5.1	Investigate and report on the impact of humans on energy and resource use.
		5.2	Investigate and report on how rural environments are impacted by human activities.
		5.3	Investigate and report on how humans make use of a natural ecosystem.
		5.4	Investigate and report on how humans make use of an ecosystem through farming and agricultural development.