

YOUR STEP- BY-STEP GUIDE TO SWITCHING TO EDUQAS

A LEVEL GEOGRAPHY



MAKE THE SWITCH TO A BOARD THAT WILL SUPPORT YOU

If you're unhappy with the support you're receiving from your current exam board, and would like to work with a team which understands your and your students' needs, switching to Eduqas could be the best move you make.

You'll gain access to an unbeatable range of free teaching resources, and our team of subject specialists are on hand to give you all the help and advice you need.

Whichever board you're with, you can rest assured that switching to Eduqas is straightforward. Simply follow this guide, compare our specifications, and make the switch!

MAKING THE SWITCH

Switching to Eduqas is simple, just follow these quick and easy steps:

1. Follow our switcher guide for your subject.
2. Register your interest at www.eduqas.co.uk/switch and receive a printed copy of your chosen specification(s).
3. Visit your qualification page at www.eduqas.co.uk/qualification, to access the materials you need to begin teaching our specifications.
4. Visit our Digital Resources Website (resources.eduqas.co.uk), for free resources that can be used as classroom aids and as revision tools.
5. Contact our subject specialists for subject specific queries, practical advice and guidance.
6. Your Exams Officer will need to register your centre, if your centre is not already registered with us.
7. Once registered, your Exams Officer will be able to provide you with access to our Secure Website (www.wjecservices.co.uk), which hosts a wealth of resources that are not available elsewhere.

WE'RE HERE TO SUPPORT YOU

If you have a question, simply contact our geography team who will offer friendly advice and guidance.



Erin Roberts

Subject Officer - A level Geography

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A LEVEL GEOGRAPHY WITH EDUQAS

WHY CHOOSE US?

- Direct access to our subject specialist for support and guidance when delivering this qualification
- Access to our sample assessment materials and guidance for teachers
- A range of sample responses for a variety of questions from all components

SUMMARY OF ASSESSMENT

Component 1: Changing Landscapes and Changing Places	
Written examination: 1 hour 45 minutes	20.5% of qualification
This component is split into two sections with a choice of two themes in Section A.	
Section A: Changing Landscapes	Section B: Changing Places
Choice between two themes, either Coastal or Glaciated Landscapes: two compulsory structured, data response questions and one compulsory extended response question.	Two compulsory structured, data response questions and one compulsory extended response question.
Component 2: Global Systems and Global Governance	
Written examination: 2 hours	27.5% of qualification
This component is split into three sections.	
Section A: Global Systems	Section B: Global Governance: Change and Challenges
Water and Carbon Cycles: two compulsory structured, data response questions and one compulsory extended response question.	Processes and patterns of global migration and global governance of the Earth's oceans: two compulsory structured, data response questions and one compulsory extended response question.
Section C: 21st Century Challenges	
This section is compulsory. The assessment has one extended response question with resource material and draws on both Components 1 and 2, and where appropriate links to themes studied in Component 3. There is a choice of two questions in the assessment.	
Component 3: Contemporary Themes in Geography	
Written examination: 2 hours 15 minutes	32% of qualification
This component is split into two sections with a choice of four themes in Section B.	
Section A: Tectonic Hazards	Section B: Contemporary Themes in Geography
One extended response question from a choice of two. Candidates will study the processes operative within the asthenosphere and lithosphere as the source of tectonic hazards. Tectonic hazards have various effects on people and operate at a range of spatial and temporal scales. Steps can be taken to prepare for, adapt to and respond to tectonic hazards by employing a variety of strategies.	This section is based on four optional themes. Two optional themes must be selected for study. <ul style="list-style-type: none">• Ecosystems• Economic Growth and Challenge: India or China or Development in an African Context• Energy Challenges and Dilemmas• Weather and Climate Two essay questions chosen from these four optional themes.
Component 4: Independent Investigation	
Non-exam assessment	3-4,000 words
An individual investigation based on the collection of both field data and secondary information. This investigation must be based on a question or issue defined and developed by the individual candidate.	

HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

SWITCHING TO EDUQAS IS EASY

SWITCHING FROM AQA

AQA	Eduqas
Paper 1: Physical geography	Content overlap
<ul style="list-style-type: none"> • Water and Carbon Cycles • Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes • Hazards or Ecosystems under stress 	<ul style="list-style-type: none"> • Component 2: Global Systems: Water and Carbon Cycles • Component 1: Glaciated Landscapes or Coastal Landscapes • Component 3: Tectonic Hazards and Ecosystems under threat
Paper 2: Human interactions	Content overlap
<ul style="list-style-type: none"> • Global systems and global governance • Changing places • Contemporary urban environments or Population and the environment or Resource security 	<ul style="list-style-type: none"> • Component 2: Process and Patterns of Global Migration / Global Governance of the Earth's Oceans • Component 1: Changing Places • Component 3: Energy Challenges and Dilemmas
Paper 3: Non-examination Assessment / Independent investigation	Content overlap: Non-examination Assessment / Independent investigation
An individual investigation which must include data collected in the field.	An individual investigation based on the collection of both field data and secondary information.
What's familiar?	What's new?
<ul style="list-style-type: none"> • Papers 1 and 2 in both assessments are organised in a similar way; each topic is examined through short answer questions (with some data response) and one extended response question • Geographical skills are signposted throughout the specification • Both specifications offer the opportunity to study tectonic processes and hazards 	<ul style="list-style-type: none"> • Where questions examine more than one Assessment Objective (AO), clarity is provided in mark schemes through clear separation of the marks awarded for each AO • The Eduqas specification does not separate human and physical geography into different papers, both elements are integrated into each Component • Eduqas Component 3 focuses exclusively on extended response questions – 3 essays based on optional content selected from a choice of four diverse themes. This provides a real opportunity to explore in depth a topic of interest or one that reflects departmental expertise

SWITCHING FROM EDEXCEL (PEARSON)

Edexcel (Pearson)	Eduqas
Paper 1: Physical geography	Content overlap
<ul style="list-style-type: none"> • Tectonic processes and hazards • Glaciated landscapes and change or Coastal landscapes and change • Water cycle and water insecurity and Carbon cycle and energy security 	<ul style="list-style-type: none"> • Component 3: Tectonic processes and hazards • Component 1: Glaciated Landscapes or Coastal Landscapes • Component 2: Global Systems: Water and Carbon Cycles
Paper 2: Human geography	Content overlap
<ul style="list-style-type: none"> • Globalisation and Superpowers • Regenerating places or Diverse places • Health, human rights and intervention or Migration, identity and sovereignty 	<ul style="list-style-type: none"> • Component 2: Global Governance • Component 1: Changing Places • Component 2: Global Governance (migration and sovereignty)
Paper 3: Synoptic investigation	Content overlap
The synoptic investigation will be based on a geographical issue within a place-based context that is rooted in two or more of the compulsory content areas.	Component 2 paper (Section C) includes one compulsory extended response question based on resource material rooted in two or more of the compulsory content areas.
Paper 4: Non-examination	Content overlap: Non-examination Assessment / Independent investigation
Assessment/Independent investigation An individual investigation which must include data collected in the field.	An individual investigation based on the collection of both field data and secondary information.
What's familiar?	What's new?
<ul style="list-style-type: none"> • Papers 1 and 2 in both assessments are organised in a similar way; each topic is examined through short answer questions (with some data response) and one extended response question • Geographical skills are signposted throughout the specification • Both specifications offer the opportunity to study tectonic processes and hazards 	<ul style="list-style-type: none"> • Where questions examine more than one Assessment Objective (AO), clarity is provided in mark schemes through clear separation of the marks awarded for each AO • The Eduqas specification does not separate human and physical geography into different papers, both elements are integrated into each Component • Eduqas Component 3 focuses exclusively on extended response questions – 3 essays based on optional content selected from a choice of four diverse themes. This provides a real opportunity to explore in depth a topic of interest or one that reflects departmental expertise

SWITCHING FROM OCR

OCR	Eduqas
Paper 1: Physical systems	Content overlap
<ul style="list-style-type: none"> • Landscape systems • Earth's life support systems • Geographical skills 	<ul style="list-style-type: none"> • Component 1: Glaciated Landscapes or Coastal Landscapes • Component 2: Global Systems: Water and Carbon Cycles • Component 3: Ecosystems: Arctic Tundra • Geographical skills are mapped and embedded throughout the three Components
Paper 2: Human interactions	Content overlap
<ul style="list-style-type: none"> • Changing spaces; making places • Global connections • Geographical skills 	<ul style="list-style-type: none"> • Component 1: Changing Places • Component 2: Global Governance • Geographical skills are mapped and embedded throughout the three Components
Paper 3: Geographical debates (select two)	Content overlap
<ul style="list-style-type: none"> • Exploring oceans • Hazardous earth • Future food • Disease dilemmas • Geographical skills 	<ul style="list-style-type: none"> • Component 2: Global Governance of the Earth's oceans • Component 3: Tectonic processes and hazards • Geographical skills are mapped and embedded throughout the three Components
Paper 4: Non-examination Assessment / Independent investigation	Content overlap: Non-examination Assessment / Independent investigation
An individual investigation which must include data collected in the field.	An individual investigation based on the collection of both field data and secondary information.
What's familiar?	What's new?
<ul style="list-style-type: none"> • Papers 1 and 2 in both assessments are organised in a similar way; each topic is examined through short answer questions (with some data response) and one extended response question • Both specifications offer the opportunity to study patterns of global migration and earth's oceans 	<ul style="list-style-type: none"> • The Eduqas specification does not separate human and physical geography into different papers, both elements are integrated into each Component • Eduqas paper 3 focuses exclusively on extended response questions – 3 essays based on optional content selected from a choice of seven diverse themes. This provides a real opportunity to explore in depth a topic of interest or one that reflects departmental expertise • Geographical skills are signposted throughout the specification

If you require further information on making the switch from your current exam board, including detailed content mapping, please contact the GCE Geography team at Eduqas: GCEGeography@eduqas.co.uk

THE SUPPORT YOU NEED

FREE TAILORED GEOGRAPHY DIGITAL RESOURCES

We've created a wealth of free digital resources to support our qualifications. They have been developed to enhance learning, stimulate classroom discussion, and encourage student engagement. Access our resources today at resources.eduqas.co.uk

REGIONAL SUPPORT

Our Regional Support Team are also on hand to offer free support in the delivery of our qualifications. They can also give you face-to-face advice on our range of qualifications, online resources, CPD and curriculum developments. To book a visit or to find out more, please visit www.eduqas.co.uk/RegionalSupportTeam



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TEACHERS WHO HAVE MADE THE SWITCH

"I am very happy that I chose to move to Eduqas - the content is interesting, current and well thought out. It has allowed me to choose the topics that I and my students enjoy and that work to our strengths. I have drawn on a range of suggested resources that play to the students preferred approaches. The specification and accompanying resources are very useful and the subject team are very approachable and accessible. The papers this year were very fair and allow students to draw on their own interests and research in support of the key themes."

KATE PHILLIPS, GEOGRAPHY TEACHER,
KING EDWARD VI COLLEGE, NUNEATON

"No question is too big or too small for the team at EDUQAS, at GCSE and A-level the team are there to guide you every step of the way"

"Papers are written with the success of students in mind, at EDUQAS they want students and teachers to succeed at every level of qualification"

MATTHEW WILSON, T.I.C OF GEOGRAPHY,
ST JOHN PLESSINGTON CATHOLIC COLLEGE, BEBINGTON

"Amazing results!! A huge thank you to Erin and the rest of the EDUQAS team for all their support, help and guidance with the new spec. There is no way we would have got a similar level of support at any other exam board"

DAN ADAMS, HEAD OF HUMANITIES, CRANTON
SIXTH FORM COLLEGE, VIA THE FACEBOOK EDUQAS
GEOGRAPHY TEACHER NETWORK



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