

# Comparison guide for Cambridge Pre-U Geography 9768

## Cambridge Pre-U Geography 9768

## Cambridge International AS & A Level Geography 9696

## OCR AS/A Level GCE Geography AS-H081 A2- H481

### Introduction

Cambridge International has mapped the assessment objectives, methodology of assessment and topics of Cambridge Pre-U Geography 9768 to Cambridge International AS & A Level Geography 9696 and OCR AS/A Level GCE Geography AS-H081 A2 H481 for examination in 2022. When comparing the topics, the expressions below have been used to give an indication of overlap between the syllabuses:

- Topic coverage is **identical** to the Cambridge Pre-U syllabus.
- Topic coverage is **almost identical**. Slight differences are stated.
- Topic coverage is **similar**. Differences are stated.
- Identical coverage is **limited** compared to the content of Cambridge Pre-U syllabus.
- This topic is **not covered** in this syllabus.

### Brief summary

All three syllabuses

- develop learners ability to communicate effectively and accurately in writing
- develop transferable higher order skills including reasoning, understanding, analysis, interpretation and evaluation
- have two written assessments (components): an essay paper and a paper with texts requiring responses.

## Assessment objectives

Cambridge Pre-U	Cambridge International AS & A Level	OCR AS/A Level GCE
Assessment objectives (AOs)		
<b>AO1 Show knowledge and understanding of the places, concepts, processes and principles of the syllabus content.</b>	<b>AO1: Knowledge</b> <ul style="list-style-type: none"> <li>• give definitions and explanations of relevant geographical terms and concepts</li> <li>• show working knowledge of relevant principles, theories and models</li> <li>• recall accurately the location and character of places and environments</li> <li>• show knowledge of physical and human processes and factors.</li> </ul>	<b>AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.</b>
<b>AO2 Select and use appropriate skills and techniques (including the use of fieldwork and information technology) to investigate questions and issues and communicate findings.</b>	<b>AO2: Understanding and application</b> <ul style="list-style-type: none"> <li>• understand the complex and interactive nature of physical and human environments</li> <li>• understand how processes bring changes in systems, distributions and environments</li> <li>• recognise the significance of the similarities and differences between places, environments and people</li> <li>• recognise the significance of spatial scale and time scale</li> <li>• apply geographical knowledge and understanding to unfamiliar contexts.</li> </ul>	<b>AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.</b>
<b>AO3 Analyse and evaluate geographical information, issues and viewpoints; apply understanding in unfamiliar contexts; draw conclusions from evidence presented.</b>	<b>AO3: Skills</b> <ul style="list-style-type: none"> <li>• interpret a variety of types of geographical data and sources and recognise their limitations</li> <li>• use geographical data to identify trends and patterns</li> <li>• use diagrams and sketch maps to illustrate geographical features</li> <li>• demonstrate skills of analysis and synthesis of geographical information</li> <li>• communicate geographical evidence, ideas and arguments.</li> </ul>	<b>AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to:</b> <ul style="list-style-type: none"> <li>• investigate geographical questions and issues</li> <li>• interpret, analyse and evaluate data and evidence</li> <li>• construct arguments and draw conclusions.</li> </ul>

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Assessment objectives (AOs)		
	<p><b>AO4: Evaluation</b></p> <ul style="list-style-type: none"> <li>• assess the effects of geographical processes and change on physical and human environments</li> <li>• evaluate the relative success or failure of initiatives</li> <li>• assess how the viewpoints of different groups of people, potential conflicts of interest and other factors interact in the management of physical and human environments</li> <li>• critically evaluate geographical principles, theories and models.</li> </ul>	

#### Methodology of assessment

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Assessment		
<ul style="list-style-type: none"> <li>• Paper 1 – 1 hour 30 minutes</li> <li>• Paper 2 – 1 hour 30 minutes</li> <li>• Paper 3 – 2 hours 45 minutes</li> <li>• Paper 4 – 1 hour 30 minutes</li> </ul> <p>All components are externally assessed</p>	<p><b>AS Level</b></p> <ul style="list-style-type: none"> <li>• Paper 1 – 1 hour 30 minutes</li> <li>• Paper 2 – 1 hour 30 minutes</li> </ul> <p><b>A Level</b></p> <ul style="list-style-type: none"> <li>• Paper 1 – 1 hour 30 minutes</li> <li>• Paper 2 – 1 hour 30 minutes</li> <li>• Paper 3 – 1 hour 30 minutes</li> <li>• Paper 4 – 1 hour 30 minutes</li> </ul> <p>All components are externally assessed</p>	<p><b>AS Level</b></p> <ul style="list-style-type: none"> <li>• Component 1 – 1 hour 45 minutes</li> <li>• Component 2 – 1 hour 30 minutes</li> </ul> <p><b>A Level</b></p> <ul style="list-style-type: none"> <li>• Component 1 – 1 hour 30 minutes</li> <li>• Component 2 – 1 hour 30 minutes</li> <li>• Component 3 – 2 hours 30 minutes</li> <li>• Component 4 – non-exam internal assessment</li> </ul> <p>All other components externally assessed</p>

## Topics

Cambridge Pre-U	Cambridge International AS & A Level	OCR AS/A Level GCE
<b>Paper 1 Global environments Section A – Hot arid and semi-arid environments</b>		
Definitions, classification and distribution	Topic coverage is similar although the structure of topics is distributed differently. This specification doesn't specify the requirement of the meaning of aridity and an aridity index or a definition of desertification.	Topic coverage is similar although the structure of topics is distributed differently. This specification doesn't specify the requirement of a definition of desertification. Polar drylands also included in this specification.
Controlling factors: Climate and the hydrological cycle	Topic coverage is similar although the structure of topics is distributed differently. Climate characteristics of temperature, rainfall and evapotranspiration are not specifically defined. Drought periodicity as a cause of aridity is not specified nor is subsidence. The role of climate in influencing natural sources of water in hot arid and semi-arid environments and natural sources of water in hot arid and semi-arid environments is not covered in this specification.	Topic coverage has some similarities although the structure of content is distributed differently. There is less guidance regarding the causes of aridity to be investigated and no specific mention of evapotranspiration or temperature ranges or the desert hydrological system. Natural sources of water in hot arid and semi-arid environments is not covered in this specification. There is the addition of geology including lithology and structure as well as relief and aspect on microclimate. Periglacial landforms in dryland landscapes are also included.
Processes and landforms in hot arid and semi-arid environments	Topic coverage is almost identical. Frost shattering and wetting and drying are not specified in the weathering processes.	Topic coverage is similar although the processes are not broken down into the specific content expected to be covered.
Landforms and landscapes of the past and present	Topic coverage is similar although less detail is included. The variety of hot arid and semi-arid landscapes including mountain deserts, sand deserts, shield deserts and stony deserts are not named. Depositional and transportational landforms are included although dune types including barchans, transverse, seifs, longitudinal, star and draa are not specified nor are water based washes and salt flats named.	Topic coverage is similar although less detail is included. The variety of hot arid and semi-arid landscapes including mountain deserts, sand deserts, shield deserts and stony deserts are not named. Erosional landforms by wind deflation hollows, zeugen and yardangs are not specified nor are arroyos, mesas, buttes, inselbergs, surface crusts and pediments by water. Depositional and transportational landforms by wind are covered although transverse dunes, seifs and draa are not specified nor are water based playas, washes and salt flats named. Desert pavements are named in addition.

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Human activity and its impact on hot arid and semi-arid environments	This topic is not covered in this syllabus beyond a mention of human factors leading to the degradation of soils and vegetation in semi-arid environments.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. A focus is instead placed on water supply issues, the impact of these and the effects and changes due to this.
Management	Some similarities in topic coverage in this specification although a case study approach taken meaning less breadth in issues of settlement and economic development is likely.	Topic coverage is similar in this syllabus although a case study approach taken. The role of sustainable development not specified.
<b>Paper 1 Global environments Section A – Glacial and periglacial environments</b>		
Definitions, classification and distribution	These topics are not covered in this syllabus.	Topic coverage is similar although the structure of topics is distributed differently. This specification doesn't specify the requirement of the meaning of glacial and periglacial environments. Latitude and altitude influences focused on rather than upland and lowland glacial environments. Climatic - this topic is not covered in this syllabus. change through geological time considered although no focus on the Quaternary Ice Age required.
Causes of distribution and glacial movement		Identical coverage is limited. The process of glacial advance and movement is limited to internal deformation and basal sliding. Subglacial deformation, surge conditions and compressional/extensional flow are not specified. The possible causes of global climate change during the Quaternary covered in topic 3.1 Climate change
Glacial processes and landforms		Topic coverage is similar although less detail is specified in this syllabus. The processes of weathering, erosion, transportation and deposition are all required but examples are not specified. Mass movement and nivation are specified in addition. The formation of erosional landforms required although truncated spurs, U-shaped valleys, Alp benches, glacial troughs, rock basins, ribbon lakes, hanging valleys and crags and tails not required. The formation of fluvio-glacial landforms of deposition covered but not all specified in the syllabus.

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Periglacial processes and landforms		Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Ground ice formation and landforms associated with it does not specify involutions, ice lenses or ice wedge polygons. Thermokarst landscapes linked to a later case study. Landforms associated with frost weathering and mass movement not covered.
Human activity and its impact on glacial and periglacial environments		Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The opportunity to study a number of these through a chosen case study is provided instead. Human interaction with glacial and periglacial environments not specified and no specific requirement to study traditional lifestyles of societies. No reference made to military, strategic and geo-political factors in opportunities and constraints or to specific named human uses of the areas.
Management		This topic is not specifically covered in this syllabus. As above, the opportunity to bring some of the concepts in through case studies of one periglacial landscape and one glaciated landscape used by people. A later case study of the Arctic tundra in Earth's Life Support Systems considers management of the oil and gas industry.
<b>Paper 1 Global environments Section A – Coastal environments</b>		
Factors influencing coastal environments	Topic coverage is similar but the syllabus doesn't specify as much depth in a number of points. Wind-generated waves are specified including formation, structure and energy and the shoaling translation and reference to the classification of wave types. Processes of erosion, transport, deposition and sub-aerial processes are all required. Some specific sub-types are not referenced in this syllabus: wave quarrying; sediment sorting and deposition.	Topic coverage is almost identical although the structure of topics is distributed differently and emphasis varies between the two syllabi. This specification doesn't detail as much structure for the study of wind-generated waves or currents nor the types of erosion, weathering and mass-movement which should be studied. Isostatic and eustatic influences are a whole topic, covered in greater depth, rather than a bullet point within a topic. Similarly, human influence on coastal

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	Temporal variations are not included, nor are currents, temperature and salinity variation within oceans, structure, lithology and coastal morphology or human influence on coastal processes.	processes is covered through a more detailed case study approach. One clear difference is the lack of inclusion of temperature and salinity variation within oceans in this syllabus.
Landforms produced in coastal environments	Topic coverage has similarities although this is not divided by macro and microtidal environments. There are similarities with a number of the landforms: mudflats are not specified. A number of additional landforms such as tombolos, offshore bars and swash and drift aligned beaches are named. Features associated with relative sea level change are included but the features to study are not specified. Concordant and discordant coastlines are not included.	Topic coverage is similar although the structure varies greatly. This topic is not divided by macro and microtidal environments, although there are similarities with a number of the landforms: barrier islands, mudflats and sand dunes are not specified. A number of additional landforms such as geos and blow holes are named. Features associated with relative sea level change are included in a topic investigating emergent and submergent coastal landscapes in greater depth.
Ecosystems produced in coastal environments	Topic coverage is similar. Psammoseres, haloseres and coral coastlines are all required with coral reefs being specified in significantly greater depth.	This topic is not covered in this syllabus. Salt marshes are briefly referenced but no other psammoseres, haloseres or coral coastlines are required.
Human activity and its impact on coastal environments	This topic is not covered in this syllabus.	Topic coverage is almost identical although the OCR syllabus again approaches this through a case study model. This syllabus does not specify the need to look at coastal flooding, although this may be included depending on the case study chosen.
Management	Topic coverage is similar although this syllabus approaches the topic through one in-depth case study so the range of soft and hard engineering techniques is likely to be much smaller and managed realignment and non-intervention are not specified.	Topic coverage is similar although this syllabus approaches the topic through one in-depth case study so the range of soft and hard engineering techniques is likely to be much smaller.
<b>Paper 1 Global environments Section B – Tropical environments</b>		
Definitions, classification and distribution	Topic coverage is similar although only tropical rainforest and tropical savanna are specifically named in this syllabus.	Tropical environments are not studied as a standalone topic in this syllabus. Tropical rainforests are studied as a case study within Earth's Life Support Systems. This topic is not

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		covered in this syllabus. Different tropical environments and their locations are not covered.
Tropical climates	Topic coverage is similar with atmospheric circulation and precipitation and temperature patterns being covered. The influence of relief is not studied in this syllabus.	This topic is not covered in this syllabus.
The tropical rainforest ecosystem	Topic coverage is identical to the Cambridge Pre-U syllabus for the abiotic environment. Topic coverage is similar for the biotic environment although animal life and the interconnection between plants and animals is not specified.	Topic coverage is almost identical for the abiotic environment. Identical coverage is limited for the biotic environment compared to the content of Cambridge Pre-U syllabus. Vegetation in terms of its influence on flows and stores in the carbon cycle are referenced.
Human activity and its impact on tropical rainforests	Identical coverage is limited here as a case study approach is taken which can consider tropical rainforest OR tropical savanna. Exploitation of this environment in terms of unsustainable use is covered.	Topic coverage is similar although in less detail. Tribal interaction is not specified but unsustainable use of the tropical rainforest and the impact of these is.
Management	Identical coverage is limited here as a case study approach is taken which can consider tropical rainforest OR tropical savanna. Sustainable management of this environment is covered.	Topic coverage is similar although in less detail. Management strategies are required although only afforestation and improved agriculture are named.
<b>Paper 1 Global environments Section B – Temperate environments</b>		
Definitions, classification and distribution	This topic is not covered in this syllabus.	This topic is not covered in this syllabus.
Temperate climates	Identical coverage is limited here but general information about global climates including precipitation and temperature are covered in the atmosphere and weather unit.	Identical coverage is limited here but general information about precipitation are covered in the Earth's life support systems unit.
Temperate ecosystem structure and function	This topic is not covered in this syllabus.	This topic is not covered in this syllabus.
Human activity and its impact on temperate environments	This topic is not covered in this syllabus.	This topic is not covered in this syllabus.
Management	This topic is not covered in this syllabus.	This topic is not covered in this syllabus.
<b>Paper 1 Global environments Section B – The atmospheric environment</b>		
Definitions, classification and distribution	This topic is not covered in this syllabus.	This topic is not covered in this syllabus.



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Processes in the atmospheric environment	Topic coverage is similar although less depth is requested in this syllabus. In the vertical energy budget, inputs, transfers and some outputs (latent heat, reflected radiation and albedo) are covered. The horizontal energy budget and redistribution of energy is included. The syllabi are similar for determinants of climate although altitude and local geographical features are not named in this syllabus.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The atmospheric system; inputs, transfers, stores and outputs are covered. Detail on the processes in the atmospheric environment and the global energy budget are not. Some determinants of climate are briefly covered in terms of the links between the water cycle and carbon cycle.
Short term change in the atmospheric environment and its impact on human activity	Identical coverage is very limited compared to the content of Cambridge Pre-U syllabus. Short term changes that result in variations in weather are covered.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Consideration of opportunities for, and constraints on, human activities in terms of land use changes in agriculture and water supply are touched upon. Management in agriculture, construction and water supply and flooding are referenced.
Seasonal change in the atmospheric environment and its impact on human activity	This topic is not covered in this syllabus.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The tropical monsoon environment is not referenced but short and long term changes in the water cycle are.
Cyclical changes in the atmospheric environment and their impact on human activity	This topic is not covered in this syllabus.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. El Nino and La Nina are not referenced but short and long term changes in the water cycle are.
Long term change in the atmospheric environment and its impact on human activity	Topic coverage has some similarities. Changes to the global energy budget through the enhanced greenhouse effect and global warming as well as human and natural causes of this are covered. Atmospheric impacts of this are included but there is no specific mention of the impact on human activity or the physical environment. Management is not required to be investigated on this syllabus.	Topic coverage is almost identical as all areas are covered through the Climate Change topic in the Geographical Debates paper. The OCR syllabus goes in to greater detail on all elements specified in the Pre-U syllabus.
<b>Paper 2 Global Themes Section A – Migration and urban change</b>		
Definition and classification of migration, suburbanisation and counter urbanisation	Topic coverage is similar although the structure of topics is distributed across the units of Migration and Settlement dynamics. Types of population movements covered although specific breakdown of what to investigate is not provided on this	This is not specifically covered in this syllabus.

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	syllabus. Suburbanisation and counter urbanisation covered in the Settlement dynamics unit. The growth of dormitory, commuter and suburbanised settlements is not specified.	
Patterns and causes of migration	Topic coverage is similar. A case study example of an international migration stream is required, but named examples of intra-national are not specifically mentioned. Push and pull factors and their intervening opportunities and obstacles are included. Economic, socio-cultural, environmental and political influences are not named in this syllabus. The importance of migration types in urbanisation is covered.	Topic coverage is similar although less detail is specified in this syllabus. Examples of population movements are identical. The factors influencing migration aren't specifically named in this syllabus. The importance of migration in different countries is covered.
Consequences and impacts	Topic coverage is similar. Costs and benefits of intra-urban and international migration to source and recipient areas is covered. The specific breakdown of types of impact is not specified,, nor are the costs and benefits to the migrants themselves. The impacts of internal migration are covered within the Settlement dynamic unit with rapid urbanisation, the development of slums and the effects of rural depopulation being specified. Suburbanisation and counter urbanisation are also included.	Topic coverage is similar although specific guidance on the types of impacts to study are not given in as much depth in this syllabus. Suburbanisation and counter urbanisation are not specified although a number of other complexities of migration are.
Management	Topic coverage has some limited similarities. Management of rural-urban migration flow strategies is addressed through a case study as is the management of internal migration flows through housing and infrastructure. There is no coverage on the management of forced migration required.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Some coverage of management will be covered through the investigation of case studies looking at the opportunities and challenges for countries with migration.
<b>Paper 2 Global Themes Section A – Trade, debt and aid</b>		
Global capital transfers	Topic coverage is similar. Global patterns of capital are considered and the understanding that these can create debt. The global pattern of debt isn't specifically referenced although global inequalities of trade flows is.	Topic coverage is similar. Global patterns of capital are considered and the understanding that these can create debt. Types of debt and the global pattern of debt are not referenced.

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Patterns of world trade, their consequences and management	Topic coverage is almost identical although this syllabus does not provide as much specific breakdown of sub-sections to be considered: the benefits and problems of trade is not classified into areas such as overdependence on primary products.	Topic coverage is similar. Patterns of world trade and the changes in these since 1900 are covered. Of the factors responsible for world trade listed in the Pre-U syllabus, only the influence of trade blocs is specifically covered. The benefits and problems of trade are required although not classified into such detailed sub-sections to investigate. The management of global trade is not covered.
Patterns of foreign direct investment (FDI), its consequences and management, including the issue of debt	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The concept of foreign direct investment (FDI) is incorporated in the Economic transition unit. Global patterns of FDI and the role of transnational corporations (TNCs) are considered.	This topic is not covered in this syllabus.
Patterns of international aid and their consequences	Topic coverage is very similar with different forms of aid and the consequences of aid covered. The global pattern of aid with donors and recipients and the role of those giving out aid is not specified.	This topic is not covered in this syllabus.
Economic globalisation	This topic is not covered in this syllabus.	This topic is not covered in this syllabus.
<b>Paper 2 Global Themes Section A – People, place and conflicts</b>		
Definitions and classifications	These topics are not covered in this syllabus.	This unit has limited similarities to the Pre-U syllabus throughout due to a focus on sovereignty and territory. Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Definitions of a nation and state and an understanding of boundary and ethnic groups are included.
Patterns of conflict		This topic is not covered in this syllabus.
Causes of conflict		Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Resources as a cause of conflict is covered.
Consequences and impacts of conflicts and globalisation		This topic is not covered in this syllabus.

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Management		Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Conflict resolution by governments, the United Nations and Treaties is discussed.
<b>Paper 2 Global Themes Section B – Energy and mineral resources</b>		
Classification	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Renewable and non-renewable energy resources are considered in Environmental management.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Renewable and non-renewable energy resources, flow resources and non-renewable resources in terms of stocks and reserves are all investigated.
Energy resources: supply and demand	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Distribution patterns of energy resources is considered.	This topic is not covered in this syllabus.
Mineral resources	This topic is not covered in this syllabus.	This topic is not covered in this syllabus.
The impact of resource exploitation	This topic is not covered in this syllabus.	This is similarity in the topics covered. Environmental degradation as a result of oil exploitation is discussed. Attempts to increase the proportion of energy from renewable sources and arguments over the energy mix are addressed within Exploring oceans as is the global impact of changing energy demand.
Management	This topic is not covered in this syllabus.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Managing oil energy exploitation is considered, through international agreements such as UNCLOS.
<b>Paper 2 Global Themes Section B – The provision of food</b>		
Classification and distribution patterns	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The concept of carrying capacity is covered within the Population unit.	Topic coverage is similar including the physical constraints on food supply, the concept of carrying capacity and the difference in agriculture types. Marine fish stock locations and fish farming locations are not covered.
The supply of food in countries at higher levels of development	This topic is not covered in this syllabus.	This topic is not covered in this syllabus.

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The supply of food in the wider world	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The range of alternative, appropriate technology solutions linked to technology to increase food production is included in the Population unit.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The concept of land grabs is discussed as are the range of alternative, appropriate technology solutions to food shortages.
The supply of food: the globalisation of production and supply	Topic coverage has some similarities to the content of the Cambridge Pre-U syllabus. The increasing demand for food and the concept of food security are both covered as well as issues of food supply created by the intensification of agriculture and the extension of cultivation; this is not classified into sub-sections in this syllabus.	Topic coverage has some similarities to the content of the Cambridge Pre-U syllabus. The increasing demand for food and the concept of food security are both covered. Within the named issues of food supply from the Pre-U syllabus, environmental issues and the economic issue of fair trade are considered.
<b>Paper 2 Global Themes Section B – Tourism spaces</b>		
Classification	This topic is not specifically covered in this syllabus.	
Change over time	Topic coverage is similar although far more condensed in this syllabus. The open structure of reasons for, and trends in, the growth of international tourism is provided.	
Socio-cultural impacts and management in tourism spaces	Topic coverage is similar although far more condensed in this syllabus. The impact of tourism on societies is required with no further breakdown of how this should be considered.	
Economic impacts and management in tourism spaces	Topic coverage is similar although far more condensed in this syllabus. The impact of tourism on economies is required with no further breakdown of how this should be considered.	
Environmental impacts and management in tourism spaces	Topic coverage is similar although far more condensed in this syllabus. The impact of tourism on the environment is required with no further breakdown of how this should be considered.	
<b>Paper 3 Geographical Issues Section A – Tectonic Hazards</b>		
Definitions, classification and distribution	Topic coverage is identical to the Cambridge Pre-U syllabus.	Topic coverage is identical to the Cambridge Pre-U syllabus.

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Explanation and causes of tectonic hazards	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. An assumption can be made that the mechanisms of plate movement will be covered in the introduction to plate tectonics and the associated processes taking place at boundaries. There is no requirement in this specification to investigate the evidence of plate theory.	Topic coverage is identical to the Cambridge Pre-U syllabus.
Consequences and impacts	Topic coverage is almost identical. Primary and secondary impacts of volcanoes are all covered except jokulhlaups, tephra and toxic gases. Less specific detail is included in for the magnitude recording of earthquakes but the outcomes to be investigated are identical.	Topic coverage is almost identical. Primary and secondary impacts of volcanoes are all covered except lahars, jokulhlaups and toxic gases.
Management and mitigation	Topic coverage is similar. Prediction and risk identification, protection, control and reduction are all covered. Rescue and recovery aren't specifically referenced.	Topic coverage is almost identical. Prediction and risk identification, protection, control and reduction are all covered. Rescue and recovery aren't specifically referenced.
<b>Paper 3 Geographical Issues Section A – Meteorological hazards</b>		
Definitions, classification and distribution	This topic is not covered in this syllabus.	These topics are not covered in this syllabus.
Explanation and causes of regional scale meteorological hazards	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The global energy budget and diurnal energy budgets are covered in the atmosphere and weather topic, not focused specifically on tropical storms and cyclones. The formation of tropical storms and cyclones is covered in Hazardous environments although the seasonality of these is not specifically included nor the changing nature of the scale of these.	
Explanation and causes of local scale meteorological hazards	Topic coverage is similar although the structure of topics is distributed differently. Tornadoes, hail and blizzards are all covered. Fog and photochemical smog are not specified.	
Consequences and impacts	Topic coverage is similar although the structure of topics is distributed differently. Tornadoes, hail and blizzards are all covered. Fog and photochemical smog are not specified.	

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Management and mitigation	Topic coverage is similar. Prediction, preparedness and monitoring of large and small scale hazards are detailed. Modification of the loss is suggested through the cover of a case study in which an evaluation of attempted or possible solutions is required.	
<b>Paper 3 Geographical Issues Section A – Hydrological hazards</b>		
Definitions, classification and distribution	Topic coverage is almost identical. River regimes aren't specified in this syllabus.	Topic coverage has some similarities in hydrological transfers and stores.
Explanation and causes of hydrological hazards	Topic coverage is similar. The range of human and natural causes of flooding to study are not specifically listed in this specification. Water deficit is not covered in meteorological or human causes.	Topic coverage is similar with an understanding of the role of natural and human causes on changes in the hydrological cycle. Focus isn't placed specifically on hazards of flooding and water deficit.
Consequences and impacts	Topic coverage is similar. Consequences and impacts of flooding are well covered. Water deficit is not covered.	This topic is not covered in this syllabus.
Management and mitigation	Topic coverage is almost identical. Hard and soft engineering solutions are covered with detail of the types expected to be investigated. Emergency responses are not named in this syllabus.	This topic is not covered in this syllabus.
<b>Paper 3 Geographical Issues Section B – Crime issues</b>		
Definitions, classification and distribution	These topics are not covered in this syllabus.	These topics are not covered in this syllabus.
Explanation and causes of crime		
Consequences and impacts		
Management and mitigation		
<b>Paper 3 Geographical Issues Section B – Health issues</b>		
Definitions, classification and distribution	These topics are not covered in this syllabus.	Topic coverage is identical.
Explanation and causes of spatial variation in health and disease		Topic coverage is similar. The ways in which diseases spread is investigated in this syllabus. The spread of emergent diseases is not a focus, although some are referenced throughout the

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		topic. Environmental, economic and social factors influencing the spread of disease are required as well as some geographical causes of variation in health, although this is covered in significantly less detail.
Consequences and impacts		Topic coverage is similar. The impacts of disease, famine and illness are required but not broken down into specific sub-sections. Examples of the impacts are incorporated through a number of case studies.
Management and mitigation		Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The management of health is discussed although the larger topic of improving welfare and health care provision is not.
<b>Paper 3 Geographical Issues Section B – Social inequality and poverty issues</b>		
Definitions, classification and distribution	Topic coverage is similar. Definitions are not specified. Within the Economic transition unit, some measures and indices of poverty and inequality considered with the ability to critically evaluate these, although no guidance on the required indices. Global patterns of inequality and poverty and regional patterns of core and peripheral areas within countries covered also addressed. Intra-urban patterns are not studied.	Topic coverage has some similarities. Definitions are not specified. Measures and indices of poverty and inequality are covered, although there is no guidance on the required indices. Regional patterns of core and peripheral areas within countries is also addressed. Global patterns and intra-urban patterns are not studied.
Explanation and causes of poverty and inequality	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. The concepts of regional core and peripheral areas and cumulative causation are covered within the regional scale. The environmental dimension and political influences are not. Global scale causes are mentioned, although no specific criteria for investigation are provided. Local scale causes are not specified.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Some coverage of political influences at a regional scale is required.
Consequences and impacts	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Case study consideration of one country's regional development policy with an evaluation of	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Some discussion of consequences and impacts at a national scale are covered.



Cambridge Pre-U	Cambridge International AS & A Level	OCR AS/A Level GCE
	attempted solutions is covered. No references to global or local scales are made in this syllabus.	
Management and mitigation	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Case study consideration of one country's regional development policy and its regional disparities is covered. No overall management of inequality and poverty is referenced or specific requirement to consider the UN Millennium Development Goals. International aid and its impact is studied in the Global interdependence unit as are the impacts of international tourism.	Identical coverage is limited compared to the content of Cambridge Pre-U syllabus. Development strategies at different scales including industrialisation and the promotion of major international events are addressed. No management of inequality and poverty is referenced or specific requirement to consider the UN Millennium Development Goals. International aid is not studied.

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