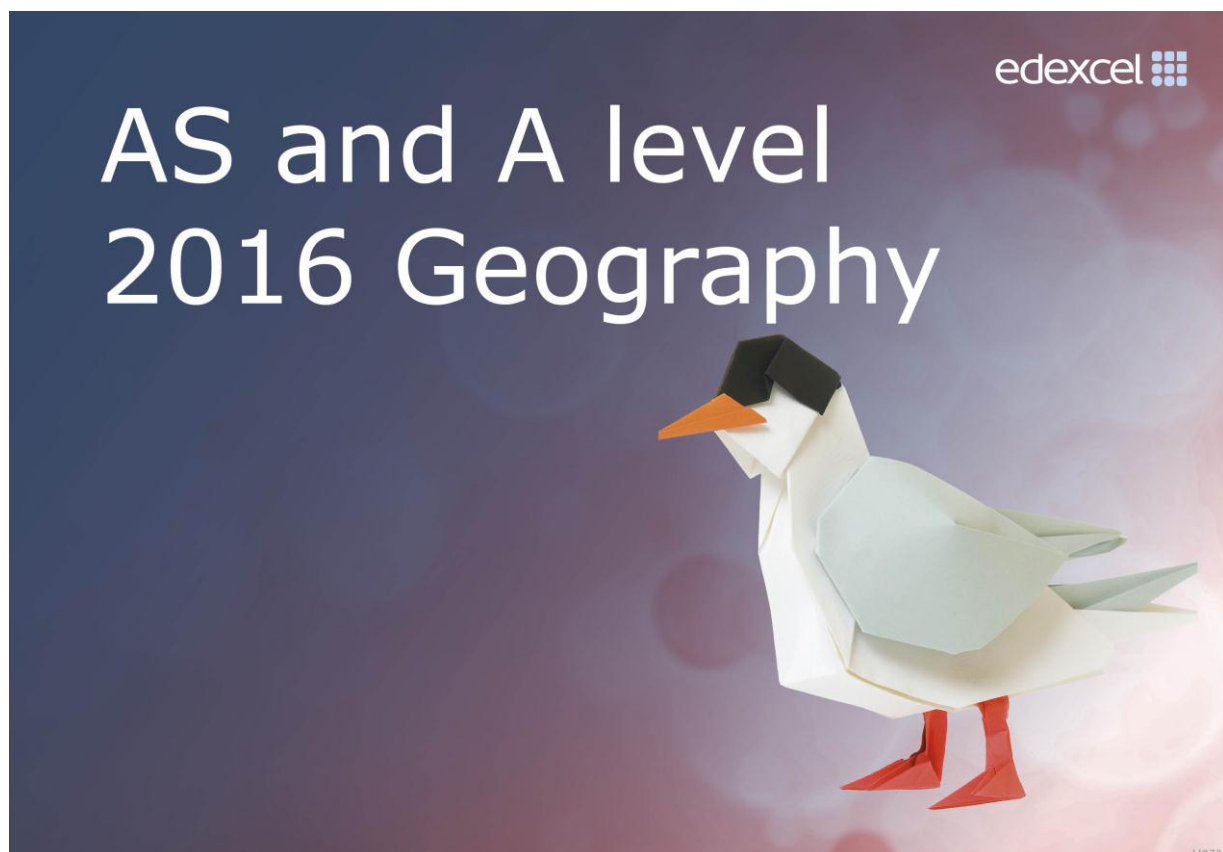


Getting Ready to Teach the new Edexcel AS and A-level Geography specifications

DELEGATE BOOKLET



About this event

Course Title:

Getting Ready to Teach the new Edexcel AS & A-level Geography specifications

Course Code:

15GBAG05

Agenda

10:00 - Overview of content and assessment

10:15 - Supporting great geography teaching: free and published resources

[10.50am - Break]

11:00 - Planning to deliver the new specifications

11:45 - Practical guidance on new areas of subject content.

[12.30am - Lunch]

13:00 - Practical guidance for planning high quality fieldwork and integrating GIS into teaching, delivered by [tbc]

14:15 - Understanding the new GCE assessment requirements

14:30 - Practical guidance on approaching new types of questions

15:20 - Your questions and further support

This event has been designed to support you in your first teaching of the new Edexcel AS & A-level Geography specifications. We've used this opportunity of curriculum change to redesign a qualification that is engaging and relevant to today's geographers – a qualification that enables your students to explore the world, the challenges it faces and their own place in it, and to help prepare them to succeed in their chosen pathway.

Beyond this event, our subject advisor service, led by Jon Wolton, and online communities, will ensure you continue to receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters from Jon to keep up to date with qualifications and product and service news.

Learn more at qualifications.pearson.com

For reference:

Content overview

Dynamic Landscapes	Dynamic Places
1. Tectonic Processes and Hazards 2. Landscape Systems, Processes and Change (Either 2A: Glaciated Landscapes or 2B: Coastal Landscapes)	3. Globalisation 4. Shaping Places (Either 4A: Regenerating Places or 4B: Diverse Places)
Physical Systems and Sustainability	Global development and connections
5. The Water Cycle and Water Insecurity 6. The Carbon Cycle and Energy Security	7. Superpowers 8. Global Development and Connections (Either 8A: Health, Human Rights and Intervention or 8B: Migration, Identity and Sovereignty)

Planning

Free support

- GCE Geography 'Getting Started' Guide
- Editable 2 year course planner
- Mapping guides comparing the 2008 and 2016 specifications
- Editable schemes of work for every topic
- Topic booklets for every topic

Published resources

- ActiveLearn Digital Service
 - Lesson plans linked to the Edexcel schemes of work
 - Differentiation ideas

Assessment

Free support

- Additional specimen papers
- Student exemplars, exam commentaries, guidance on common literacy issues
- **ResultsPlus**
- examWizard

Teaching

Free support

- Field-trip and data skills worksheets
- Case studies of good fieldwork practice
- *Maths for Geography* guide
- GIS lesson plans and worksheets

Published resources

- Student Book designed for the new spec (available as Kindle editions)
- ActiveLearn Digital Service
 - Front-of-class Student Books
 - Worksheets
 - End-of-unit assessments

Published resources

- Advice from assessment experts
- Contextualised exam questions
- Annotated sample answers
- Exam tips

Activity 1 – Support Share

Purpose:

- To get more familiar with the Edexcel GCSE Geography A website
- To meet other delegates and share ideas on how best to support your students

For this activity, you will require some post-it notes and a pen.

Which resources have you found or think you are likely to find useful in the lead up to teaching the new Edexcel qualifications?

On three separate post-it notes write down:

1. What free resource(s) do you find the most useful?
2. What published resource(s) do you find most useful?
3. What sort of extra support do you think you'll need?

Activity 2 – Skills Audit

Purpose:

- To identify CPD needs in terms of the geographical, mathematics and statistics skills that are included in the specification.
-

For this activity, you will require some post-it notes and a pen.

Which geographical skills (refer to pages 90-91 in the specification) are you more/less confident at delivering within a scheme of learning?

On three separate post-it notes write down:

1. What do you think your strengths are?
2. What are your concerns/questions?
3. What sort of support do you think you'll need?

Activity 4 – Planning your course?

Purpose:

- To consider possible delivery models for the specification over two or three years.

Look at copies of the course planner, digest and discuss in small groups/pairs, and then feedback on the following questions:

- Q Do you need to co-teach the AS and A-level qualifications? Which options will you teach for topics 2, 4 and 8?
- Q In what order will you teach the topics? Will you teach any of topics 5-8 in the first year?
- Q How will you integrate the skills and synoptic themes throughout your teaching?
- Q Which place contexts are you going to use? Will you group some together to make fewer, larger case studies?
- Q Where will you go for fieldwork? Will students collect data for their independent investigations on these field-trips?

Activity 5 – Consider new teaching of Shaping Places

Purpose:

- To consider the theories, processes or concepts that students may find challenging

Look at pages 29-34 in the A-level specification. What might your students find difficult when studying:

- Place?
- Culture?
- Regeneration or Diversity?

MyWalks

Talk about your walk

What did you see when you walked outside today? Did you notice anything new or different? In fact, did you notice anything at all?

A team of academics from Northumbria University's Divisions of Geography and Environmental Management within the School of Applied Sciences have been asking just this, as a new website, entitled 'mywalks' is launched this week. Mywalks is a project designed to encourage people to open their eyes to the 'hidden', perhaps less glamorous corners of their towns and cities; basically the things around you: the man-hole cover, the tower block, the back lane.... 'Switch off your mp3 players and look around' is the message – don't rely on 'experts' to tell you what is worth looking at or appreciating; break away from the tourist trail, which directs people to admire a parade of 'landmarks' in any city or town, and engage with the less obviously picturesque sights (or in some cases, the downright ugly...). The original aim of the 'mywalks' project was to get Northumbria students to view their immediate environments from a different perspective, and to appreciate that geography is everywhere around them. The idea has since grown into the 'mywalks' website – where everyone can now share 'their walk' and the experiences they encounter, with others.

Dr Duncan Fuller, 'mywalks' project leader, said: "Mywalks' is about re-engaging with our immediate urban, day-to-day, city, country, local, taken-for-granted environments and geographies. We all too often 'autopilot' on iPods, get into our cars and turn the stereo up, dash from place to place, and so focus on where we're going, and not where we actually are – and what is there. So as an antidote to this we came up with the idea of 'mywalks' - to encourage us to pay more attention to the streets, places, and spaces we walk through.

"We want people to think about what makes them look and listen, what they think is interesting, what disgusts them, what makes them smile, what makes them look again, what intrigues them, in fact just whatever comes into their minds when they're out and about – and then we want them to tell us about it on the mywalks website through text, pictures, or even via an audio-recording of their thoughts.

"The 'mywalks' website also ties in with work that Northumbria University has recently been heavily involved in, from exploring graffiti and urban art, to discovering and mapping England's most tranquil areas. We want people to tune into their environments and then tell us how they feel about them. Finding and enjoying the qualities of places which generate excitement, outrage, tranquillity and peace is something that all of us can participate in, not just be told about"

CLONE TOWN BRITAIN SURVEY



Home Town or Clone Town?

The Clone Town Britain Survey is designed by **nef** (the new economics foundation) to determine whether your town is a Clone Town indistinguishable from dozens of others around the country; or a genuine Home Town that is distinctive and recognisable as a unique place. The Clone Town Britain Survey is simple and can be used in any town in the UK. It should take no more than 30 minutes and can be completed while strolling along your local high street.

How to do the Survey

I) The route

Start at the place you consider to be the high street of your town – a street where most of the shops are concentrated. To do the Survey you simply need to walk along the high street and record the first 50 shops you pass (you can start at any point on the high street). Services such as post-offices, banks, benefit offices, job centres, doctors' surgeries and public buildings should not be counted.

II) Filling in the Survey

As you walk along the high street, fill in the form on the reverse side of this page. For each shop, you should note down:

- The type of shop
- Whether the shop is independently owned, or a part of regional, national or international chain.

The ownership of the shops on your high street is crucial to understanding its homeliness or 'cloneliness'. If you're not sure, go in and ask one of the staff.

III) The scoring

Once you have filled in the survey for 50 shops on your high street, you are ready to score your town and see whether it is, or is on its way to becoming, a clone town. This is determined by the number of different types of shops (i.e. diversity), and the number of chain stores versus independently owned shops (i.e. identity). Follow the simple steps below to calculate your town's score:

1. For each **type of shop** counted on your high street, give **5 points**.
2. For each **independently owned shop** counted on your high street, give **50 points**.
3. For each **chain store** counted on your high-street, give **5 points**.
4. Add up the scores from steps 1–3 and divide the total sum by the number of shops counted (i.e. 50).

Example: 'Blandton'

A survey of 50 shops carried out on the high street of 'Blandton' found 18 different types of shops. It also revealed that, out of the 50 shops counted, 10 were independently owned and 40 were chains. 'Blandton' therefore received the following score:

$$(18 \times 5) + (10 \times 50) + (40 \times 5) = 790$$

$$790 / 50 = 15.8$$

With a score of 15.8 we see that 'Blandton' is indeed a Clone Town!

5	10	15	20	25	30	35	40	45	50	55	60
Clone Town					Border Town		Home Town				

Please return completed surveys to:

Clone Town Britain Survey, **new economics foundation**, 3 Jonathan Street, London SE11 5NH Fax: 020 7820 6301

Clone Town Britain Survey

Clone Town Britain Survey

Town: _____ Name of high street: _____

SHOP COUNT

TYPE OF SHOP		Independently owned	Chain store
1	Food retailer (butcher, baker, supermarket, etc.)		
2	Newsagents/tobacconists		
3	Stationery/books		
4	Department and catalogue stores		
5	Restaurant/takeaway/fast food/coffee shop		
6	Pub/bar		
7	Off licence		
8	Professional (insurance, accountancy, legal, etc.)		
9	Estate agents		
10	Health care shop/pharmacy		
11	Household items (furniture, kitchen, etc.)		
12	Clothing retailer (shoes, accessories, etc.)		
13	Cinema/theatre		
14	Electronic/IT (TVs, phones, computers, etc.)		
15	Pet shop/pet supplies/vets		
16	Barbers/hair salons/beauticians and cosmetics		
17	Toys/sports/cycling/outdoor leisure		
18	Mechanics/car accessories/petrol station		
19	Music/games/DVD/video (includes rentals)		
20	DIY/builders' merchant		
21	Garden centre/flowerists		
22	Dry cleaning/laundrette		
23	Travel agents		
24	Camera/photo developing shops		
25	Other (betting shop, casino, taxis, antiques, watch repairers, charity shop, cobblers, jewellers, etc.)		
TOTAL			

Points

Number of types of shops _____ x5 = _____

Number of independently owned shops _____ x50 = _____

Number of chain stores _____ x5 = _____

Total points

CLONE TOWN SCORE

Total points / Number of shops = Score

/ 50 =

CLONE TOWN RATING

5	10	15	20	25	30	35	40	45	50	55	60
Clone Town					Border Town		Home Town				

Please return completed surveys to:

Clone Town Britain Survey, **new economics foundation**, 3 Jonathan Street, London SE11 5NH Fax: 020 7820 6301

Clone Town Britain Survey

***Environmental Quality Survey (1)**

Canary wharf

Name of person assessing

What is being assessed? (*housing, street, industry, offices etc.*)

General description of area

Environmental Quality Survey

Qualities being assessed		High + 2	Generally fine +1	Av. 0	Generally poor -1	Very poor -2	
Buildings	1. Well designed / pleasing to the eye						Poorly designed / ugly
	2. In good condition						In poor condition
	3. Evidence of maintenance / improvement						Poorly maintained / no improvement
	4. Outside – land, gardens or open space are in good condition						Outside – no gardens, or land / open space in poor condition
	5. No vandalism evident						Extensive vandalism
Traffic	6. Roads have no traffic congestion						Streets badly congested
	7. Parking is easy; garages or spaces provided						Parking is very difficult; no parking provision
	8. No traffic noise						High noise volume from traffic
	9. Safe for people						Dangerous for people
	10. No smell from traffic or other pollution						Obvious smell from traffic or other pollution
Open space / gardens	11. Large gardens or open space outside house						No garden / open space – door opens to street
	12. Trees and shrubs visible from close by						No greenery visible from house
	13. Public parks within easy distance						No public parks easily accessible
General quality	14. No litter						Much litter
	15. Roads well maintained with paving etc. well kept						Roads poorly maintained with paving etc. broken
	16. Close to public transport						Long way from public transport
	17. Close to shops, amenities or services						Remote from shops, amenities / services

Other factors worth noting

Overall score (max. 34):

Activity 6 – Consider new teaching of The Carbon Cycle & Energy Security

Purpose:

- To reflect on current teaching of development
 - To consider the theories, challenges or concepts that students may find challenging
-

Look at pages 46-50 in the A-level specification. What might your students find difficult when studying:

- The carbon cycle?
- Energy security?
- The global climate system?

Challenges and Opportunities post 2016

Changes to specifications and assessment bring challenges and opportunities for teaching.
What excites and what worries you about Edexcel's new model for fieldwork?

I am excited about..... The Opportunities are....	I am concerned about.... The challenges are....

Share these with someone sitting near you (preferably not from the same school)
Are you both excited, or both concerned about the same things?

Join up with another pair and share with them – can you summarise the challenges and opportunities into some common themes?

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A Date in The Diary

In your current AS and A Levels what fieldwork do you do and when?

Residential field trips or day trips? How many occasions? How long? Are those self-taught or taught by an external provider?

When is the best time for you to do your fieldwork for the new AS and A Levels? For your school what would be the pros and cons of fieldwork in each half term?

		Pros	Cons
Autumn Term Yr 12	1 st HT		
	2 nd HT		
Spring Term Yr 12	1 st HT		
	2 nd HT		
Summer Term Yr 12	1 st HT		
	2 nd HT		
Autumn Term Yr 13	1st HT		
	2nd HT		
Spring Term Yr 13	1st HT		
	2nd HT		

Planning A Dual Purpose Field Trip at Year 12

How do you ensure your year 12 fieldwork meets needs of both the AS exam and prepares them for the Individual investigation?

Fieldwork For AS Exams		Fieldwork to Prepare for Individual Investigations	
MUST INCLUDE			MUST INCLUDE
SHOULD INCLUDE			SHOULD INCLUDE
COULD INCLUDE			COULD INCLUDE

Fieldwork Through The Key Stages

Think about all of the fieldwork you currently do across all levels – KS3, KS4, AS and A2.

- Q How do you ensure progression in fieldwork skills?
- Q How to engage your students in the enquiry process?

Where do you go? Why do you go? What do you do? What do the learners do? What did they learn? What did they find out? Who planned it?

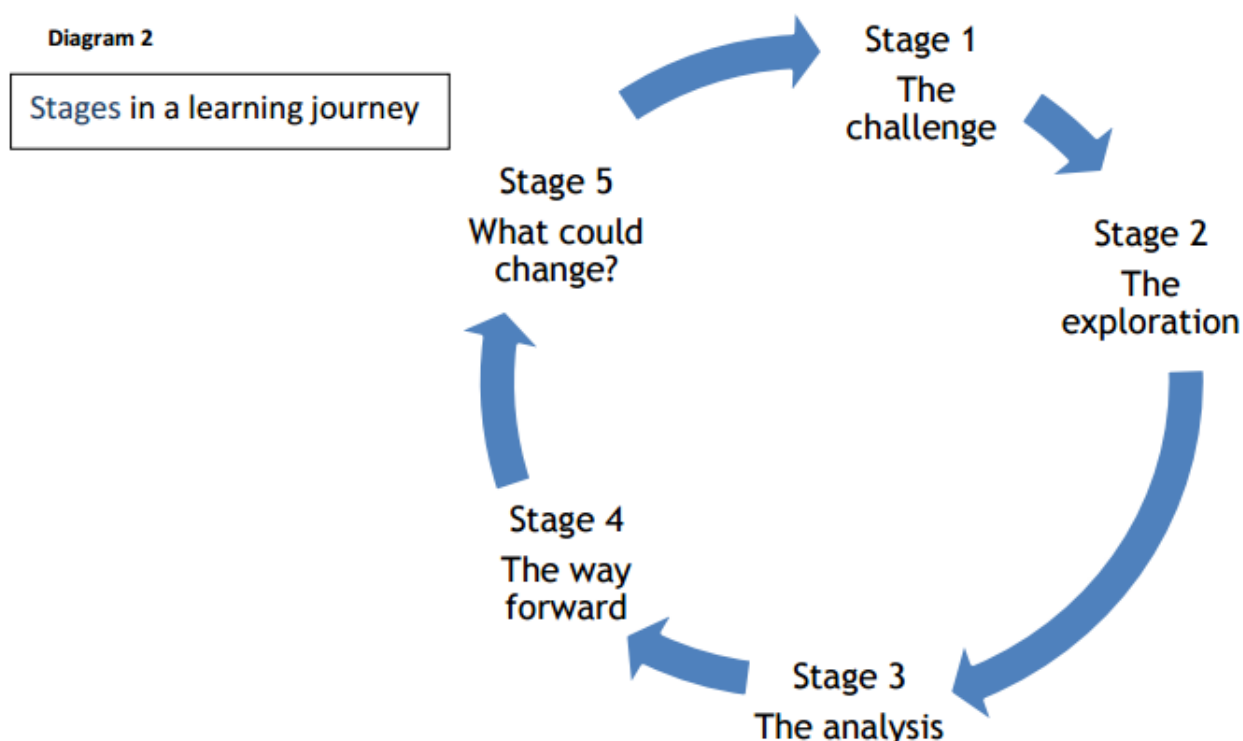
- Q Does the fieldwork you do change from KS3 to A Level?
- Q What is similar or different across the different levels?

KS3	
KS4	
AS	
A2	

The learning journey model can be applied to learning in every setting, from formal and informal education, to finding out things in every day life. The learning journey fits with the process of student led enquiry – by developing skills at all stages of the learning journey we develop students ability to ask questions, find out answers, and apply those answers to other settings or scenarios – all valuable geographical skills.

- **challenge** of going somewhere new and going for a walk and observing something you have not known about before. So you;
- **explore** the place or situation to find out more, then you reflect and;
- **analyse** the information think about what it means and how the different aspects relate to each other. Now that you understand the situation better you can work out a
- **way forward** but you also recognise that something in the
- **situation might change** and will think about that so if you face a
 - **challenge** in the future you more ready to
 - **explore** the place or situation and reflect and
 - **analyse** and then work out a
 - **way forward** and think about
 - **what could change** and.....

Diagram 2



Because this is a general model language is important

- The **Challenge** stage is about presenting learners with a situation which will lead them to have some questions to answer or investigate.
- **Exploring** is about getting information to answer the question. So, it can involve practical work, use of secondary sources, direct instruction, collecting data, taking photographs, comparing emotional responses all focussed on the **challenge** identified earlier
- In the **Analysis** stage learners use the results of the **exploration** to come to some further understanding of the situation
- In the **Way Forward** learners revise and test their new view of the initial situation. They should also assess how confident they can be in their new understanding
- **What could change** asks the learners to consider how the context for their solution could be different over time, in different places, for different people or as the learners change... it may raise a series of new questions which lead onto the next **challenge** stage and so the journey continues at a new level

Activity 7 – ‘Familiar’ and ‘Unfamiliar’ fieldwork contexts

Purpose:

- To consider how to prepare students for the unfamiliar fieldwork context questions

- 6 Study Figure B below, which presents data collected on a field trip to two sites in a local area as part of fieldwork. Each site was scored 1–10 for ten different criteria.

High score/10 is ‘good’ for each criterion.

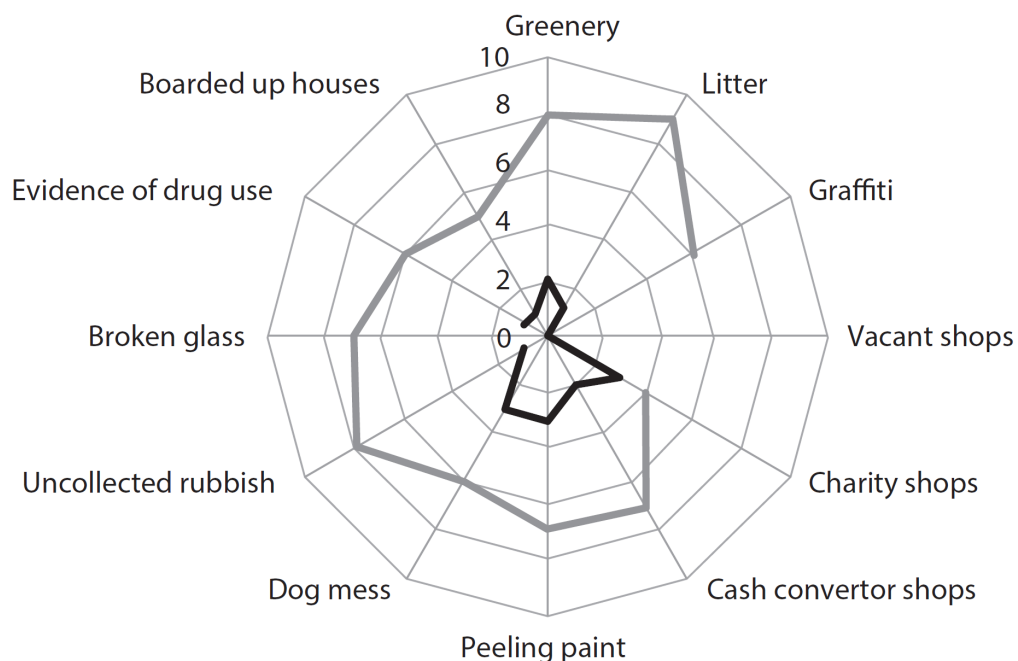
The student collected primary data on the environmental quality of two sites to investigate areas that have the potential for improvement.

- (a) (i) Complete the diagram by adding the following data and finishing the lines:

(1)

Site 1	Vacant shops	4
Site 2	Broken glass	3

— Site 1
— Site 2



- ii) The student wanted to analyse their environmental quality scores, and decided the chi-squared test was **not** appropriate.

State **two** reasons why this type of data is not appropriate for chi-squared analysis.

(2)

Activity 8 – The AS Synoptic Questions

Purpose:

- To consider the AS extended response synoptic questions

Assessment activity – Q.4 on p.18 (resources on p.36-37 of the SAMs)

To answer this question, use your knowledge and understanding from across the course of study, along with the information in Figure 4.

4 Study Figure 4 in the Resource Booklet.

Evaluate the relative importance of tectonic and glacial processes in generating the hazard at the Vatnajökull ice sheet.

(16)

- Q What content from Dynamic Landscapes relates to this question?
- Q What are the main deductions to be made using figures 4, 4A & 4C?
- Q Using these deductions, how important were the different physical processes?

Activity 9 – A-level synoptic questions: Paper 3

Purpose:

- To consider the A-level extended response synoptic questions in Paper 3

Assessment activity – Q.6 on p.141 (resources on p.146-156 of the SAMs)

You are advised to read Section D of the Resource Booklet before attempting this question.

- 6** Evaluate the view that the natural resources found in the three countries shown are more of a 'curse' than a 'blessing' for their people and environment.

(24)

First, the question focuses on 'natural resources':

- Q What synoptic themes does this question and resource booklet relate to? (slides 31-32)

Second, your (AO3) skills marks:

- Q What does the resource booklet tell you about how people and the environment in the Congo, DRC and Angola are affected by the use of natural resources?

Finally, your knowledge (AO1) and application (AO2) marks

- Q How do mining and extraction generally affect people and the environment? What are the arguments for resources being a curse in the Congo Basin, and the arguments for resources being a blessing?

PERSONAL LEARNING

Things to do:

-
-
-
-
-

Things to avoid doing:

-
-
-
-
-

Your ideas: