

AS and A level 2016 Geography

Session 6:

- Understanding the new AS and A-Level assessment requirements
- 14:15 to 14:30pm



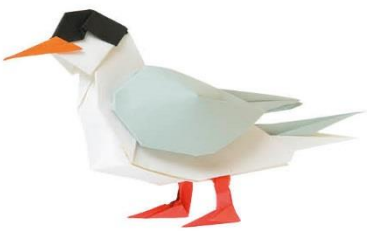


Assessment Objectives

A level Geography 2016

	Students must:	AS Level	A-Level
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scale	40%	34%
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	35%	40%
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none">investigate geographical questions and issuesinterpret, analyse and evaluate data and evidenceconstruct arguments and draw conclusions	25%	26%
Total:		100%	100%

(Please note that the percentages have been rounded to the nearest whole number for inclusion here)



A-Level **AO** breakdown...

A level Geography 2016

PAPER	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	13	15.75	1.25	30%
Paper 2	13	15.75	1.25	30%
Paper 3	5.5	6	8.5	20%
Coursework: Independent Investigation	2.5	2.5	15	20%
Total for A-Level	34%	40%	26%	100%



Assessment principles

A level Geography 2016

- Our assessment structure is straightforward to navigate
- Questions **ramp in demand** within each section and across the qualification as a whole.
- There is a **clear and consistent** relationship between command words, mark tariffs and skills.
- Levels based mark schemes are explicit about the skills required in the extended response questions.
- The coursework requires a range of skills, particularly **independent study, research** and **extended writing skills**, that will prepare students for higher education.



AS Assessment Overview

- May include MCQs, short open response, calculations and resource Qs
- Includes 6-mark, 9-mark, 12-mark and 16-mark extended writing Qs

Paper 1	Paper 2
1 hour and 45 minutes 50% of the qualification 90 marks	1 hour and 45 minutes 50% of the qualification 90 marks
Must answer Section A and... <u>either</u> Section B <u>or</u> Section C <ul style="list-style-type: none">• Section A: Tectonic Processes and Change• Section B: Glaciated Landscapes and fieldwork• Section C: Coastal Landscapes and fieldwork	Must answer Section A and... <u>either</u> Section B <u>or</u> Section C <ul style="list-style-type: none">• Section A: Globalisation• Section B: Regenerating Places and fieldwork• Section C: Diverse Places and fieldwork

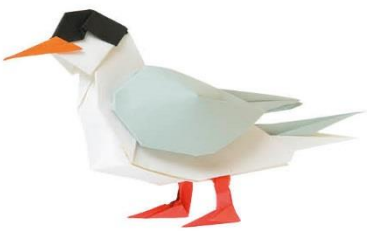


A-level Assessment Overview

A level Geography 2016

- May include MCQs, short open response, calculations and resource Qs
- Includes 12-mark and 20-mark extended writing Qs

Paper 1	Paper 2
2 hours and 15 minutes 30% of the qualification 105 marks	2 hours and 15 minutes 30% of the qualification 105 marks
<ul style="list-style-type: none">• Section A: Tectonic Processes and Change• Section B: <u>Either</u> Glaciated <u>or</u> Coastal Landscapes• Section C: The Water Cycle and Water Insecurity• Section D: The Carbon Cycle and Energy Security	<ul style="list-style-type: none">• Section A: Globalisation• Section B: <u>Either</u> Regenerating <u>or</u> Diverse Places• Section C: Superpowers• Section D: <u>Either</u> Health, Human Rights & Intervention <u>Or</u> Migration, Identity & Sovereignty



A-level Assessment Overview

Paper 3	Coursework, Independent Investigation
2 hours and 15 minutes 20% of the qualification 105 marks	2 hours and 15 minutes 20% of the qualification 105 marks
<p><u>Synoptic Investigation:</u></p> <p>Resource booklet contains information about a geographical issues within a place-based context.</p> <p>This links to the 3 synoptic themes and is rooted in 2 or more of the compulsory content areas.</p> <p>Must answer <u>all</u> Qs in Sections A, B & C</p> <p>Includes 8-mark, 18-mark and 24-mark extended writing Qs</p>	<p><u>Written report:</u></p> <ul style="list-style-type: none">• Purpose of investigation: 12 marks• Field methodologies: 10 marks• Data representation & analysis: 20 marks• Conclusion & evaluation: 18 marks <p><u>Total: 60 marks</u></p> <ul style="list-style-type: none">• Internally assessed• Externally moderated• Recommended 3000-4000 word limit



AS Command words: 'point marked'

A level Geography 2016

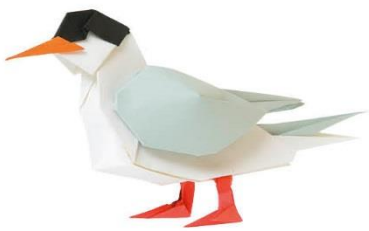
Command Word	Definition
Identify/Give/Name/State	Recall or select one or more pieces of information.
Define	State the meaning of a term.
Calculate	Produce a numerical answer, showing relevant working.
Draw/plot	Create a graphical representation of geographical information.
Complete	Create a graphical representation of geographical information by adding detail to a resource that has been provided.
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.
Compare	Find the similarities and differences of two elements given in a question. Each response must relate to <u>both</u> elements, and must include a statement of their similarity/difference.
Suggest	For an unfamiliar scenario, provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.
Explain	Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.



AS Command words – ‘levels marked’

A level Geography 2016

Explain (6 marks)	Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.
Assess (9 or 12 marks)	Use evidence to determine the relative significance of something. Give balanced consideration to all factors and identify which are the most important.
Evaluate (16 marks)	Measure the value or success of something and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.



A-level Command words

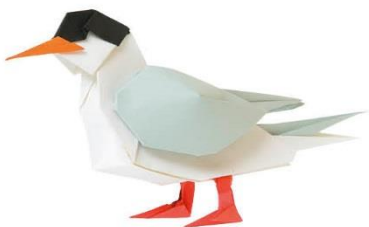
Draw/Plot	Create a graphical representation of geographical information.
Complete	Create a graphical representation of geographical information by adding detail to a resource that has been provided.
Suggest	For an unfamiliar scenario, provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.
Explain	Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support explanation.
Analyse (Paper 3)	Break something down into individual components/processes and say how each one individually contributes to the question's theme/topic and how the components/processes work together and interrelate.
Assess	Use evidence to determine the relative significance of something. Give balanced consideration to all factors and identify which are the most important.
Evaluate	Measure the value or success of something and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.



Command words by mark tariff

A level Geography 2016

Mark tariff	1	2	3	4	6	8	9	12	16	18	20	24
Define	*											
Identify/State/Name	*	*										
Calculate	*	*										
Complete	*	*										
Draw/Plot		*	*									
Describe		*	*									
Compare		*	*									
Suggest		*	*									
Explain				*	*	*						
Analyse						*						
Assess							*	*				
Evaluate									*	*	*	*



Extended writing and LBMS

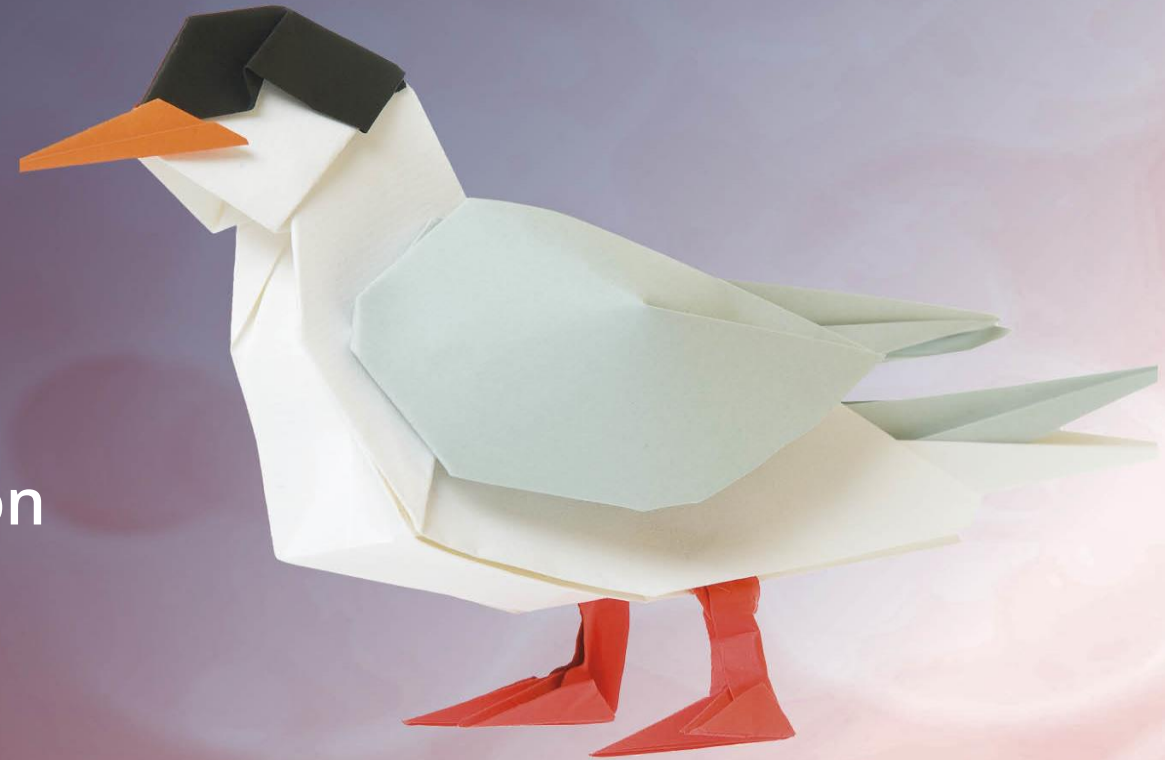
A level Geography 2016

		Total	AO1	AO2	AO3
AS	Explain	6	6		
	Fieldwork Questions - Assess	9			9
	Assess	12	3	9	
	Synoptic Questions - Evaluate	16	4	12	
A-level	Explain	6	6		
	Explain (resource-based)	6	3	3	
	Explain	8	8		
	Assess	12	3	9	
	Evaluate	20	5	15	
	Synoptic Paper - Analyse	8	4		4
	Synoptic Paper - Evaluate	18	3	9	6
	Synoptic Paper - Evaluate	24	4	12	8

AS and A level 2016 Geography

Session 7:

- Practical guidance for new types of questions
 - ❑ AS Fieldwork Qs
 - ❑ Independent Investigation
 - ❑ Synoptic Qs & Paper 3
- 14:30 to 15:20pm





Fieldwork assessment

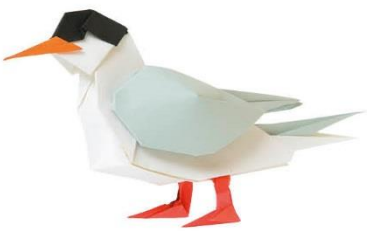
- Q** Where are the fieldwork Qs in AS Papers 1 and 2?
- Q** What is meant by 'familiar' and 'unfamiliar' contexts?
- Q** Understanding the 9-mark extended response fieldwork questions:
 - What is the examiner looking for?
 - How do questions target the assessment objectives?
 - How are the mark schemes structured?
- Q** What implications does this have for AS (& A-level) Geography fieldwork?



A level Geography 2016

Using skills developed during GCSE Controlled Assessment

1. Select two environments and themes to investigate
2. Choose to study them separately or at the same point
3. Look at the specification guidance on **p.7-9 of the spec**
4. It is important that students write up their findings:
 - ☐ Fieldwork context, location and aims
 - ☐ Methodology
 - ☐ Presenting results
 - ☐ Analysis and drawing conclusions
 - ☐ Evaluation – of findings, methods, the enquiry
5. Nearer the examination: Practice exam questions



AS Assessment Overview

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AS SAMs: Paper 1 & 2

Structure

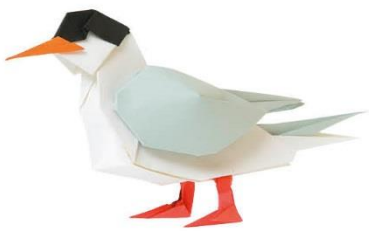
A level Geography 2016

Paper 1 (either Question 3 or 6) – Physical Fieldwork

- Questions 3a-3b and 6a-6b = 9 marks of **structured, short open-response** questions assessing application of fieldwork understanding, use of skills and ability to communicate findings relating to **unfamiliar** fieldwork contexts.
(1,1,1,2,4 marks: AO3)
- Questions 3(c) and 6(c) = 9 mark **extended response** question assessing application of fieldwork understanding and skills from **familiar** fieldwork experience.
(9 marks using 'Assess' command word: AO3)

Paper 2 (either Question 3 or 6) – Human Fieldwork

- Questions 3a and 6a = 9 marks of **structured, short open-response** questions assessing application of fieldwork understanding, use of skills and ability to communicate findings relating to **unfamiliar** fieldwork contexts.
(1,2,2,4 marks: AO3)
- Questions 3(b) and 6(b) = 9 mark **extended response** question assessing application of fieldwork understanding and skills from **familiar** fieldwork experience.
(9 marks using 'Assess' command word: AO3)



'Unfamiliar' fieldwork questions

A level Geography 2016

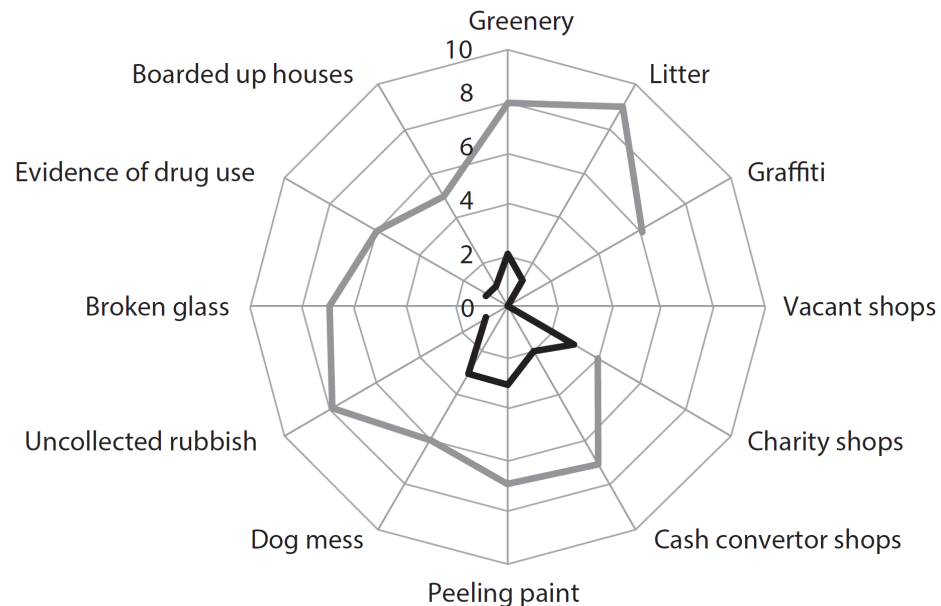
- 6 Study Figure B below, which presents data collected on a field trip to two sites in a local area as part of fieldwork. Each site was scored 1–10 for ten different criteria.

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:

p.99 in the
AS SAMs



(1)

— Site 1
— Site 2

Site 1	Vacant shops	4
Site 2	Broken glass	3

- 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.



Chi-squared test

A level Geography 2016

- The Chi-squared test can only be used on data which has the following characteristics:
 1. The data must be in the form of frequencies
 2. These frequencies need to be able to fit into discrete categories
 3. The total observations need to be more than 20
 4. The expected frequency in any one category should not be less than 5.
 5. The observations in one category should not influence the observations in another category.

Mark schemes for the 2 questions on p.143 of the AS SAMs



'Familiar' fieldwork questions

A level Geography 2016

PAPER 2 – 3 (b) You collected secondary data during your fieldwork relating to Regenerating Places.

Assess the value of the secondary methods you used when investigating your research question.

p.93 in
the AS
SAMs

(8)

You need to give **balanced consideration** to all the methods used to collect secondary data (and could even relate to the methods used to collect primary data), and **use evidence** to determine the **relative value** of the secondary methods in relation to the investigation as a whole:

- Q What secondary data was researched?
- Q Assess why they were chosen (i.e. link to the overall methodology)?
- Q Was there any bias; were the sources reliable?
- Q Did the secondary data methods support the primary data methods?
- Q Which methods provided the most valuable secondary data ?



Indicative mark scheme

A level Geography 2016

Question number	Answer
3(b)	<p>A03 (9 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>No marks for stating research question, but this should be used as the context for the answer.</p> <p>Indicative content guidance</p> <p>Content depends on students' choices of field research and the conclusions drawn. Assessment should include the following:</p> <ul style="list-style-type: none">• ideas should cover secondary data researched (e.g. Census data, newspapers, maps, blogs, other published material such as <i>Geography Review</i> magazine or Geofile, DVDs or websites (e.g. Francis Frith, Old Maps, TripAdvisor)• choice of sources should be explained and assessed with reference to the field research question. A comparison of their relative merits may be included• credit assessment of choice and range of sources used if linked to methodology• credit assessment of bias and reliability of the source if appropriate• critical assessment of the effectiveness of the sources of primary methods used, with a judgement about their value, and degree to which the chosen secondary methods helped to investigate the research question.

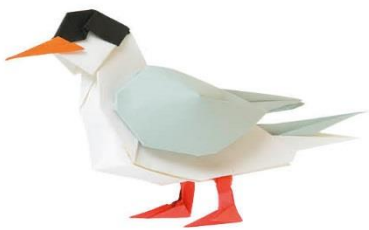
p.131 in
the AS
SAMs



Levels-based mark scheme

p.132 in
the AS
SAMs

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3)Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3)Argument about the investigation is simplistic and/or generic. (AO3)
Level 2	4–6	<ul style="list-style-type: none">Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3)Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3)Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)
Level 3	7–9	<ul style="list-style-type: none">Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3)Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3)Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)



Independent Investigation Support

A level Geography 2016

Page in spec

Guidance on developing investigation titles and exemplar titles which relate to the specification and illustrate the application of the mark scheme	p.74-79
Guidance on completing the independent investigation proposal form	p.96-97
An optional independent investigation title approval service	
Support with understanding the mark scheme and with internal standardisation of the coursework marking	p.100-107
Examples of acceptable and unacceptable teacher feedback on the coursework	p.70
Marked examples of the written report to illustrate the application of the mark scheme	



AS Synoptic Questions

Q.4 on p.18
& p.36-37 in
the AS 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)

Delegate **ACTIVITY 8:**

- 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?



Indicative mark scheme

Q What content from Dynamic Landscapes relate to this question?

AO1 (4 marks)/AO2 (12 marks)

Marking instructions

Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.

Responses that demonstrate **only** AO1 without any AO2 should be awarded marks as follows:

- Level 1 AO1 performance: 1 mark
- Level 2 AO1 performance: 2 marks
- Level 3 AO1 performance: 3 marks
- Level 4 AO1 performance: 4 marks

Indicative content guidance

The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:

AO1

- volcanoes cause ash falls and secondary hazards such as jökulhlaup
- the process of ablation (melting, calving, evaporation and avalanches), and reasons for variation in rate of ablation
- the processes of water movement within the glacial system are supraglacial, englacial and subglacial flows



Indicative mark scheme

Q What are the main deductions to be made using figures 4, 4A & 4C

A02

- to begin with, the glacial processes of ablation is the key process explaining the discharge of the proglacial river before the volcanic eruption on 3/11 melting the overlying ice. As it is winter (November) there is little ablation due to the cold temperatures and most will be surface melting. This means that the main glacial process will be supraglacial flow with less englacial and subglacial flows
- the volcanic activity that starts on the 4/11, however, acts as the trigger to enhance the rate of ablation, particularly at the base of the glacier. This means that in contrast to the flow on the 3/11, on 4/11 the increased base temperature is the key factor as it will increase the rate of ablation, particularly subglacial flows leading to a higher discharge (table and map)
- yet, despite this increased ablation, it is glacial processes that are the key process in determining the lag between the eruption (4/11) and the peak flow (5/11). This is because the eruption creates a supraglacial lake (map) and this water then moves through the slower glacial processes of limited supraglacial flow and then englacial and subglacial flow, leading to the snout of the glacier (photo)



Indicative mark scheme

Q What are the main deductions to be made using figures 4, 4A & 4C

'Evaluate'
command word
...ultimately
provide a balanced
and substantiated
conclusion



- the increased water in the ice-dammed lake in the Lake Grímsvötn volcano caldera (map) is now likely to have broken and so increased the amount of meltwater and ash contained in the meltwater. This breach of the ice dam is the key process in allowing the ash that subsequently swells the jökulhlaup in the lowland plains
- glacial processes are also the dominant process in the next stage of jökulhlaup, as the increased supraglacial flow widens the existing crevasses on the surface of the glacier and so contributes to the calving of the ice blocks (photo and table) which causes great damage to the transport infrastructure due to the density of the ice blocks
- yet this latter-stage jökulhlaup is also still being affected by a combination of the volcanic processes and glacial processes as the ash created at the mouth of the volcano is mixed with the melted water and then carried supraglacially, englacially and subglacially to the snout of the glacier and the outwash plain which are key in increasing the total volume of the which then leads to the damage noted in the table
- overall, although tectonic processes were the trigger for the rapid ablation, it is probably a combination of tectonic and glacial processes that then determine the subsequent jökulhlaup.



p.146-156
in the A-
level SAMs

Resource exploitation in the Congo Basin of west central Africa

Section A: The region and its forests

The **Republic of Congo** (referred to here as Congo), **Angola** and the **Democratic Republic of Congo** (referred to as the DRC) are three countries in Africa within the Congo Basin (Figure 1). All were colonies in the past.

- **Angola** gained independence from Portugal in 1975 after a long war of liberation; civil war plagued Angola until 2002.
- The **DRC** was a Belgian colony until gaining independence in 1960, and was called Zaire between 1971 and 1997.
- The **Congo** was a French colony until independence in 1960.

Congo and the **DRC** have capital cities (Brazzaville and Kinshasa respectively) on opposite banks of the Congo River.



A-level synoptic Qs: Paper 3

- Paper 3 is a synoptic investigation that will link explicitly and/or implicitly to these synoptic themes (see p. 9 of the A-level spec)
- The synoptic themes should be integrated into your teaching to prepare students for the style of questions in Paper 3



Paper 3 – Question 6

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':

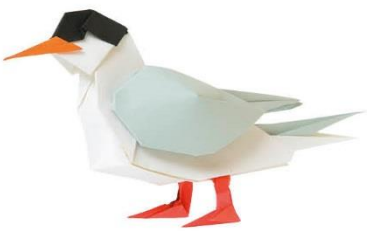
- Q** What synoptic themes does this question and resource booklet relate to?
(slides 31-32)

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?



Next steps...

A level Geography 2016

- Please complete your evaluation form for today's event – in your pack
- Sign up to Jon Wolton's updates: email teachinggeography@pearson.com
- Visit the website for support materials: <http://qualifications.pearson.com/en/subjects/geography.html>