



Why are we not looking forward to co-teachability?

Why is it hard to teach one class with students sitting exams for two qualifications?

# Co-teaching the new Edexcel AS and A level

Welcome!

Please join one of 5 groups

- Tectonics
- Glaciation
- Coasts
- Globalisation
- Rebranding Places

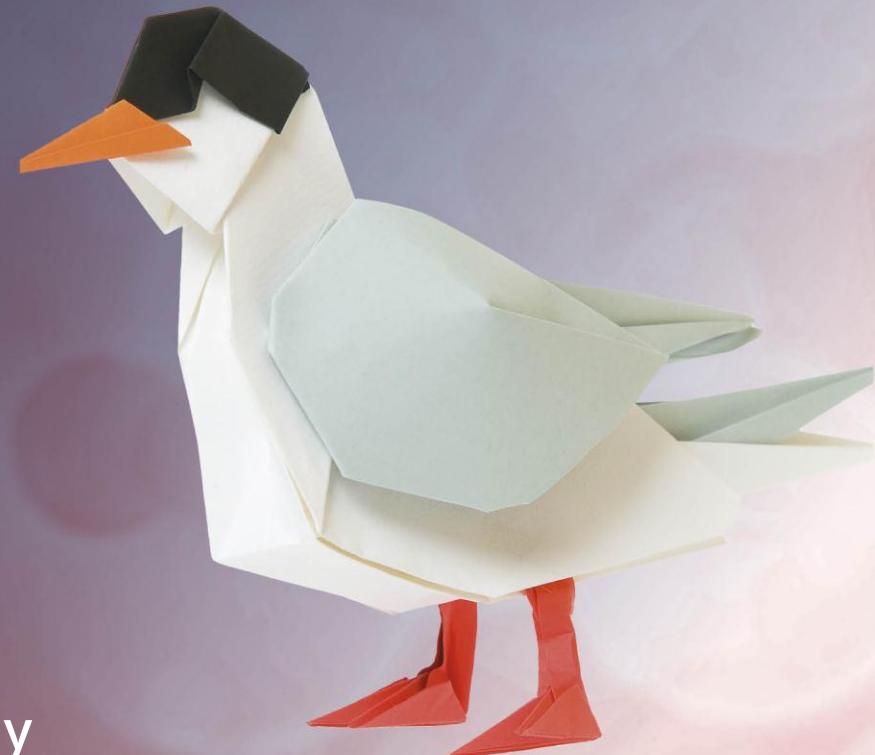
Any ideas to share?

# AS and A level 2016 Geography

**Co-teaching the  
new Edexcel AS and  
A level**

**5:35-6:25pm**

Daniel Mace  
Principal Examiner, GCE Geography



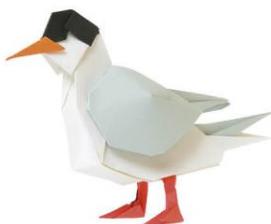


# The new courses

A level Geography 2016

Our new AS/A level qualifications support success in geography with:

- the **contemporary issues-based approach** teachers and students love
- **straightforward specifications** you can shape to suit your students
- a **manageable and meaningful approach** to fieldwork
- exams that give **every student** the chance to succeed
- a **focus on the skills** at the heart of being a good geographer
- **expert support** every step of the way.



# Assessment principles

- 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 Section B or Section C</u> <ul style="list-style-type: none"><li>• Section A: Tectonic Processes and Change</li><li>• Section B: Glaciated Landscapes and fieldwork</li><li>• Section C: Coastal Landscapes and fieldwork</li></ul>	Must answer Section A and... <u>either Section B or Section C</u> <ul style="list-style-type: none"><li>• Section A: Globalisation</li><li>• Section B: Regenerating Places and fieldwork</li><li>• Section C: Diverse Places and fieldwork</li></ul>



# A level assessment overview

A level Geography 2016

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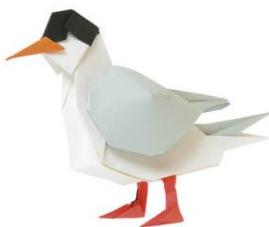
- May include MCQs, short open response, calculations and resource Qs
- Includes 12-mark and 20-mark extended writing Qs

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



# A level assessment overview

Paper 3	Independent Investigation
2 hours and 15 minutes 20% of the qualification 70 marks	Coursework 20% of the qualification 70 marks
<p><b><u>Synoptic Investigation:</u></b></p> <p>Resource booklet contains information about 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 &amp; C</p> <p>Includes 8-mark, 18-mark and 24-mark extended writing Qs</p>	<p><b><u>Written report:</u></b></p> <ul style="list-style-type: none"><li>Purpose of investigation: 12 marks</li><li>Field methodologies: 10 marks</li><li>Data representation &amp; analysis: 24 marks</li><li>Conclusion &amp; evaluation: 24 marks</li></ul> <p><b><u>Total: 70 marks</u></b></p> <ul style="list-style-type: none"><li>Internally assessed</li><li>Externally moderated</li><li>Recommended 3000-4000 word limit</li></ul>



# 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

<b>Explain</b> (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.
<b>Assess</b> (9 or 12 marks)	Use evidence to determine the relative significance of something. Give <b>balanced</b> consideration to all factors and identify which are the most important.
<b>Evaluate</b> (16 marks)	Measure the value or success of something and ultimately provide a <b>balanced</b> 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

A level Geography 2016

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 <b>balanced</b> consideration to all factors and identify which are the most important.
Evaluate	Measure the value or success of something and ultimately provide a <b>balanced</b> 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									*	*	*	*

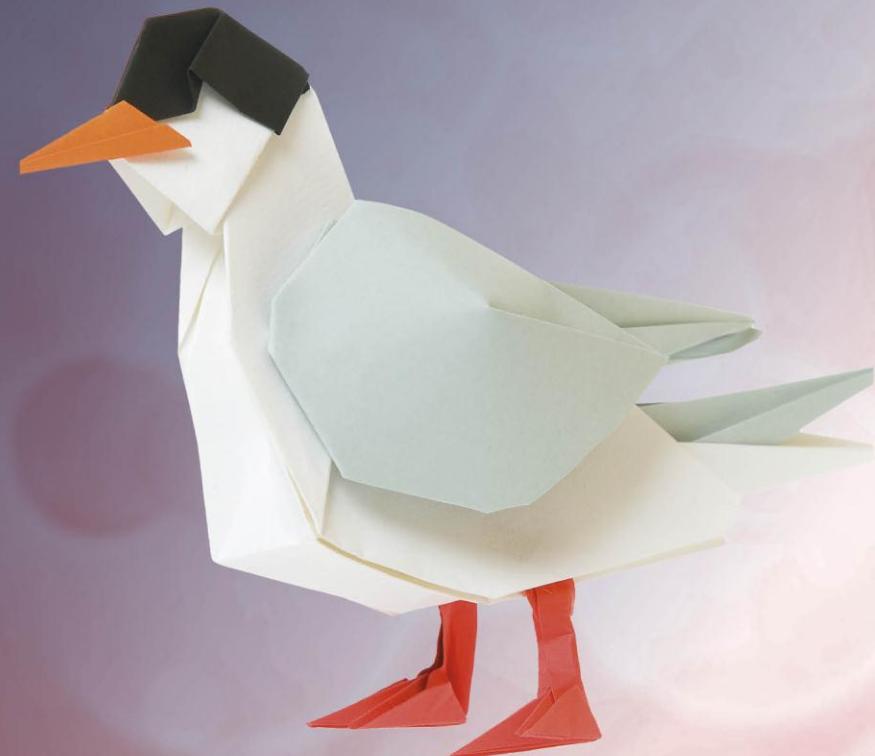


# Extended writing and LBMS

		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

## Thinking Skills



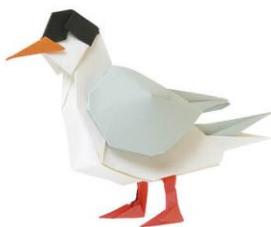


# #1 – Getting back to pedagogy

## What improves a students' memory?

- Our memories are formed by the pieces of information that we really think about.
- We cannot remember everything.
- The 'cues' that we use to retrieve our memories help us to access a greater level of information.

Source: Daniel Willingham, in Martyn Simmonds 'Making Them Think Hard'



Peterborough Learning Partnership, April 2015, in Simmonds 'Making Them Think Hard'; Graphics by [www.penmendonca.com](http://www.penmendonca.com).



## Explain how landforms form at destructive plate boundaries (8 marks)

### Deep Learning



Reduced level of student performance

## Using a case study, describe the effects of a volcanic eruption (8 marks)

### Surface Learning

Memory recall

Facts and figures

Increased level of student performance

Source: Martyn Simmonds  
'Making Them Think Hard'



# Thinking Hard

A level Geography 2016

- Q** Do you know what high ability students **should know and be able to do** in your subject?
- Q** Do you know **the hardest questions** they are expected to answer in their exams?
- Q** Do you plan specific 'think hard' questions for students to do in lessons, in order to support their learning in these areas?



Could...

Should...

When...

What if...

Why...

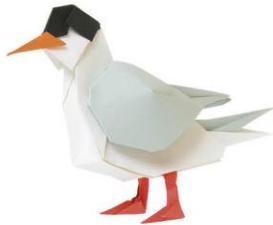
What...

How...

Who...

Use the question prompts to design 'thinking hard' lesson objectives that might match the content from the specification.

Where...



A level Geography 2016

# Shape-ID Thinking

## Evaluating political ideas or strategies



Community based solutions?

Eco friendly?

Pro-Poor?

*This shape represents an egg*

Resource efficient?

Source: Mike Fleetham [www.thinkingclassroom.co.uk](http://www.thinkingclassroom.co.uk)



# THINKING CLASSROOM

Everyone is intelligent, everyone is valuable, everyone succeeds

# More Ideas?



Mike Fleetham is a learning design consultant and author who works with teachers and learners to make education more effective, more relevant and more enjoyable. His Thinking Classroom concept and associated books and website ([thinkingclassroom.co.uk](http://thinkingclassroom.co.uk)) have inspired thousands of educators worldwide to enrich their teaching without compromising existing good practice. As well as having a busy training schedule Mike regularly teaches learners of all ages. He is an ILM accredited executive coach and experienced video coach for Iris Connect.

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## School Development

- Whole school training
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- Live in-ear video coaching
- Leadership development
- Teaching demonstrations

[www.thinkingclassroom.co.uk](http://www.thinkingclassroom.co.uk)

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Articles & daily thinking tasks

Individual & School memberships

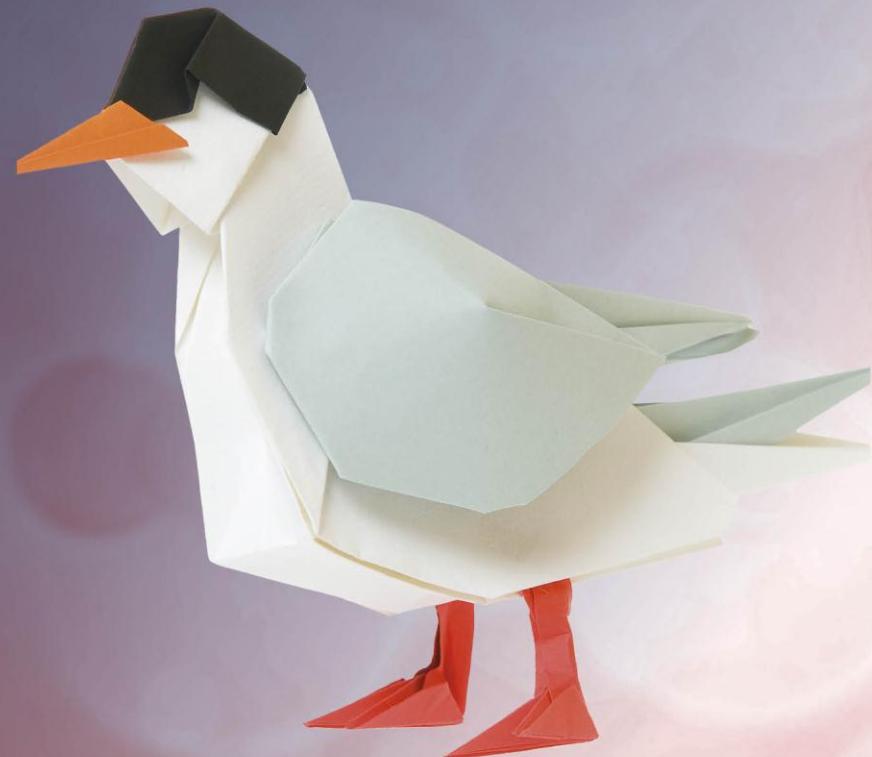
Join at [www.thinkingclassroom.co.uk](http://www.thinkingclassroom.co.uk)

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Twitter:@miketweetham Facebook:ThinkingClassroom LinkedIn:Mike Fleetham

# AS and A level 2016 Geography

**Supporting  
great  
geography  
teaching**





# ***'Thinking Geographically'***

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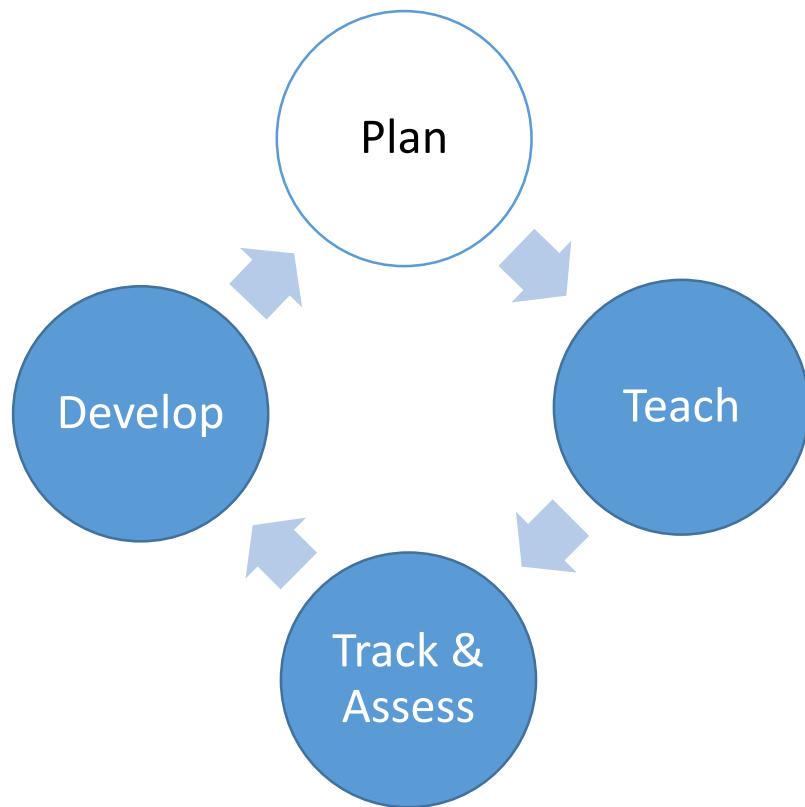
- We want to support your students in becoming confident, capable and successful geographers.
- That's why our qualifications and published resources have gone a step further to provide our **most comprehensive support offering ever**.
- These tools and materials will nurture your students' abilities to:
  - ask geographical questions,*
  - learn about places, patterns and processes,*
  - use, interpret and analyse geographical data,*
  - and use geographical terminology confidently in their writing.*



# Supporting your Geography teaching

A level Geography 2016

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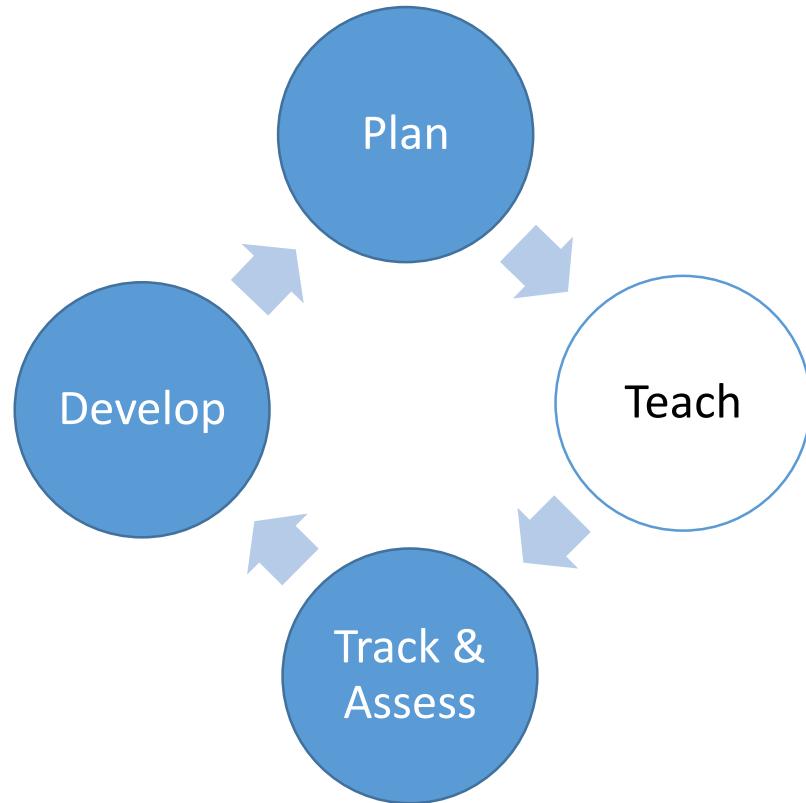
## Free support

- AS/A-level 'Getting Started' Guides
- Editable 2 year course planner
- Mapping guides comparing the 2012 and 2016 specifications
- Editable schemes of work for every topic
- Topic booklet for every topic



# Supporting your Geography teaching

A level Geography 2016



## 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

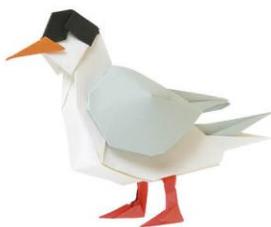
- Student Book designed for the new spec (available as Kindle editions)



# **Thinking Geographically: Maths and statistics**

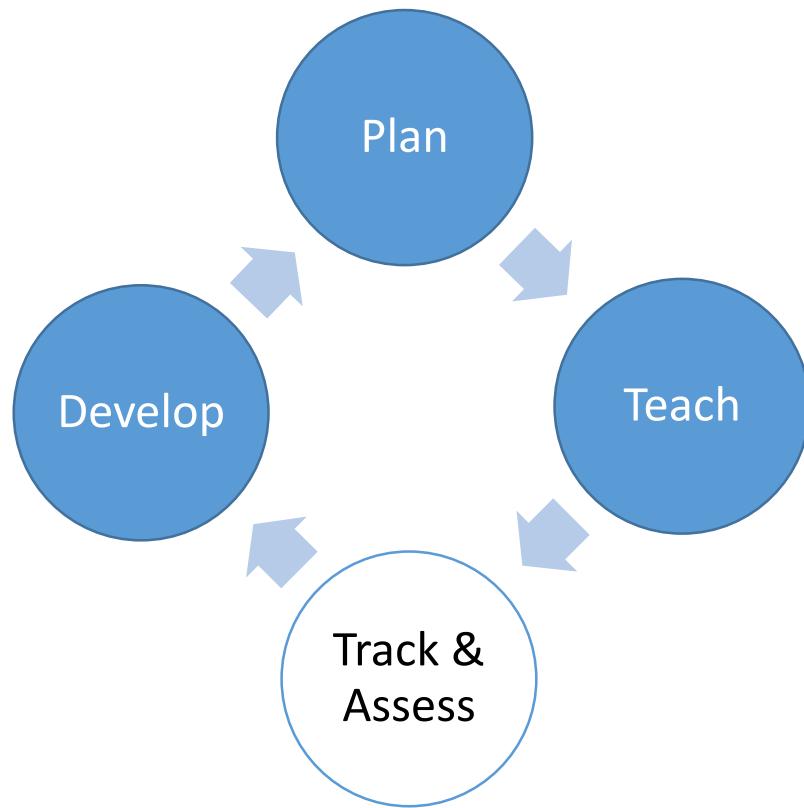
A level Geography 2016

- Based on the **proven approach** of Pearson Maths
- A **teacher guide** clearly detailing what was learnt in their GCSE Maths lessons and building on this to scaffold their geographical skills
- Ensuring **terminology** and approach is consistent with Maths department, so students can make links between the subjects.
- Worksheets building **confidence and fluency** to master problem-solving and reasoning activities that model maths and statistical concepts in a geographical context
- Supporting students in strengthening, checking and testing their skills through the **Pearson 'Progression Scale'**



# Supporting your Geography teaching

A level Geography 2016



## Free support

- Additional specimen papers
- *Literacy Guide*: Exemplars, examiner commentaries, guidance on common issues
- Independent Investigation guidance, support and exemplars
- **ResultsPlus**
- **examWizard**

## Published resources

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



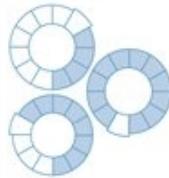
# **Thinking Geographically: Literacy**

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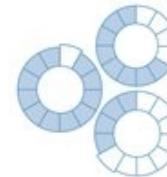
- Based on the **proven approach** of '*Grammar for Writing*' (Pearson English)
- Working with Exeter University, the approach to our geography qualifications will help teachers **support literacy**
- Exeter University will analyse student exam scripts, including sample exam questions sat by centres in March 2016, and provide guidance on **common literacy issues** at **all ability levels**
- This will be used throughout our ongoing support so that students can be **confident in their extended writing and make progress.**



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# Pearson Progression Services 11-16

## Progression Scale

A 12-step scale\* designed to support learner progress throughout Key Stage 3 and Key Stage 4

## Progression Maps

Detailed, editable maps which include progress descriptors, prerequisites and boosters at a sub-topic level mapped to the Progression Scale

## Assessments

Assessments\*\* to test learners' understanding at key points in the learning cycle, underpinned by the Progression Scale

## Markbooks

Excel markbooks to record learners' performance across each assessment, underpinned by the Progression Scale

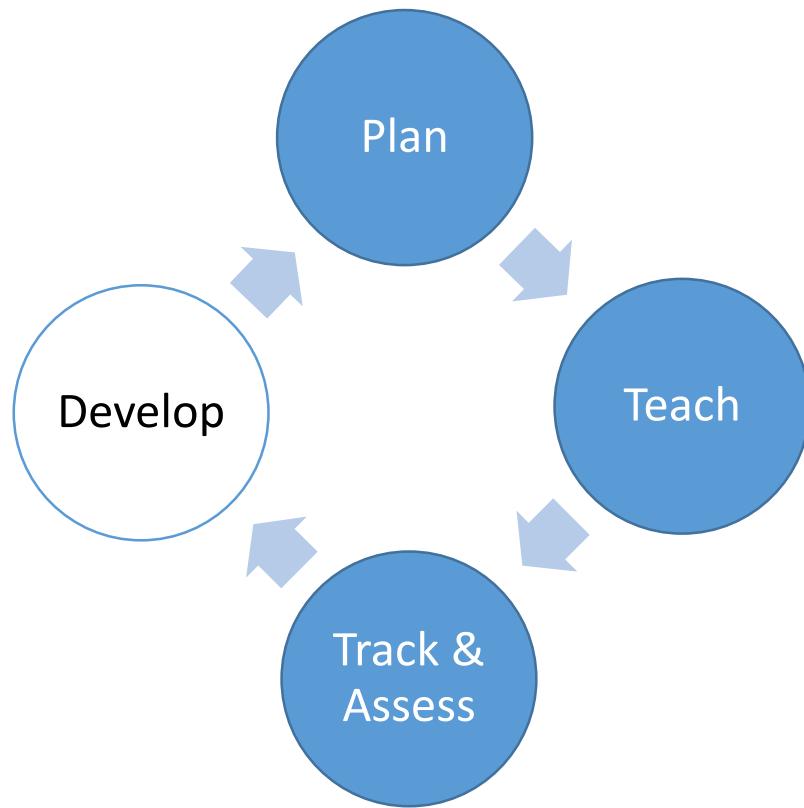
\* A scale of 12 has been used to grade content and skills, and is calibrated to provide a simple measurement system where the expectation is that a student will achieve development of skills spanning one step of progress in an academic year. (Note: MFL differs here.)

\*\* We provide the following assessments for free: Key Stage 3 baseline; Edexcel GSCE baseline; Edexcel GCSE end of year. We also provide a number of additional assessments (e.g. end of topic, end of term, problem-solving, fluency) which are paid-for resources



# Supporting your Geography teaching

A level Geography 2016



When it comes to **Professional Development**, we're planning events & workshops to support first teaching and beyond, in response to **your feedback**:

- 'Fieldwork, data skills & the independent investigation' in collaboration with the RGS
- Synoptic thinking skills and extended writing
- Progression tracking and intervention strategies

If you would like support in other areas, then please let us know on the Evaluation Form in your delegate packs



# Published resources

- **Edexcel AS/A-level resources\***
  - Brand-new suite of print and digital resources
  - Thinking Geographically approach embedded throughout
  - Integrated fieldwork support
  - Support for assessing progress
- **Student Book and ActiveBook (e-book)**
- **ActiveLearn Digital Service**

\*You don't need to purchase resources to deliver our qualifications. These resources have not yet been endorsed. This information is correct as of 28<sup>th</sup> January 2016, but may be subject to change.



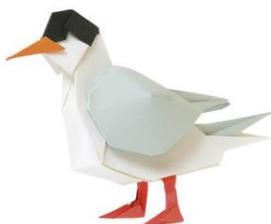
# Other published resources

A level Geography 2016

We are working with a range of publishers who are looking towards getting their resources\* endorsed:

- Hodder Education
- Oxford University Press
- Pumpkin Interactive
- ZigZag Education.

\*You don't need to purchase resources to deliver our qualifications. These resources have not yet been endorsed. This information is correct as of 13<sup>th</sup> Feb 2016, but may be subject to change.



# More support...

A level Geography 2016

- Join us at Stands 12 and 13 to find out more!
- Sign up to Jon Wolton's updates: email [teachinggeography@pearson.com](mailto:teachinggeography@pearson.com).
- Visit the website for support materials: [www.edexcel.com/geography](http://www.edexcel.com/geography).