

GCSE

Geography A

Preparing Students for
Geographical Investigations
UK Challenges

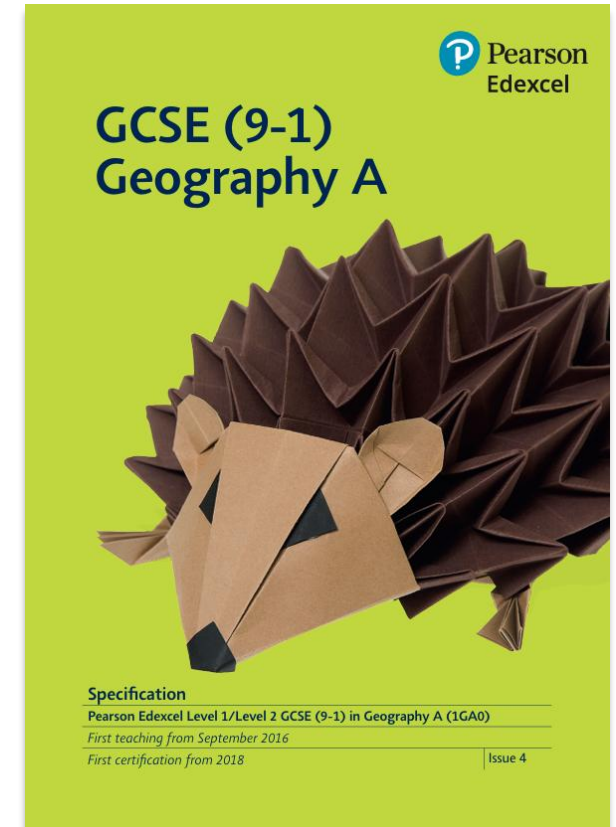


Welcome

This online event is designed for teachers who are delivering the Pearson Edexcel GCSE (9-1) Geography A specification.

The aims and objectives are to:

- Review Topic 8 UK Challenges and the Paper 3 exam structure including question types, command words and mark scheme requirements.
- Look at approaches to teaching the four UK Challenges themes and linking these to physical and human geography content from Papers 1 and 2.
- Discover the skills needed for the resource booklet about a contemporary UK Challenge.
- Explore strategies for preparing your students for the final 12-mark 'discuss' question.
- Reflect on marked scripts from the 2024 Paper 3 exam.
- Address common issues and frequently asked questions.

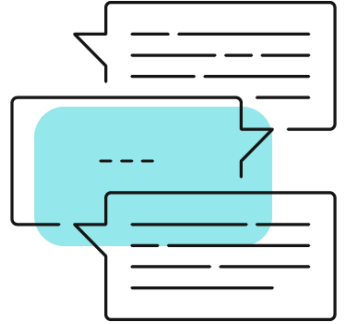


A: Overview of the UK Challenges question



Getting to know you

Share and discussion



Poll 1

How long have you been teaching the current specification?

Poll 2

How well do you students do on Paper 3 in the UK Challenges question?

Paper 3 Structure

The total marks available for Paper 3 is 64 marks with an allocated time of 1 hour 30 minutes. The paper accounts for 25% of the overall qualification.

Paper 3 is structured in the following way:

Section A Physical Fieldwork: Students must answer either Question 1 Rivers **or** Question 2 Coasts. The total marks available for this section is 18 marks.

Section B Human Fieldwork: Students must answer either Question 3 Urban **or** Question 4 Rural. The total marks available for this section is 18 marks.

In Sections A and B, the questions will relate to either familiar fieldwork or unfamiliar fieldwork scenarios.

In each series, the fieldwork questions will draw on different stages of the fieldwork enquiry.

Section C UK Challenges: Students must answer all parts of Question 5, the questions in this section focused a contemporary UK challenge which will draw from one or more of the four themes in Topic 8 – UK Challenges. The total marks available for this section is 28 marks.

Assessment structure (Section C)

Question 5 (all parts of this question are to be answered)

28 marks in total.

Short open-response items worth 1, 2, 3 and 4 marks (point-marked) that could target any assessment objective (AO).

Question types may include multiple-choice questions and low-tariff, short open response questions, these may be linked to resources.

For Paper 3 there are 30 fewer marks (64 vs 94) to provide reading time for candidates to look through the resources and add any annotations prior to writing their response to the final discuss question.

A final 12-mark extended open-response question item which will always use the command word 'discuss' and will be linked to the resources.

- Students are expected to draw from their own geographical knowledge and understanding from the rest of the course and link this to the UK-based issue.
- The 12-mark question will target AO2 (Understanding) (4 marks), AO3 (Application) (4 marks) and AO4 (Geographical skills) (4 marks).
- An additional 4 marks will be available for SPaG.
- It will be marked using a levels-based mark scheme.

UK Challenges overview

In this topic, students are required to draw on their knowledge and understanding of the physical and human characteristics of the UK from Components 1 and 2, and use their geographical skills, to investigate a contemporary challenge for the UK. The UK Challenge will be drawn from one or more of four themes below.

The UK Challenges	Detailed content	Related topics
8.1 The UK's resource consumption and environmental sustainability challenge	<ul style="list-style-type: none">a. Changes in the UK's population in the next 50 years and implications on resource consumption.b. Pressures of growing populations on the UK's ecosystems.c. Range of national sustainable transport options for the UK.	2.3a; 3.3; 3.6a, c; 4.1a; 4.4b; 4.5b, c, d, e; 5.2; 6.1; 6.2a

UK Challenges overview

8.2 The UK settlement, population and economic challenges	<ul style="list-style-type: none">a. The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK.b. Costs and benefits of greenfield development and the regeneration of brownfield sites.c. UK net migration statistics and their reliability and values and attitudes of different stakeholders towards migration.	4.2b; 4.4a, b; 4.5b, c, d, e; 5.2; 5.4b
8.3 The UK's landscape challenges	<ul style="list-style-type: none">a. Approaches to conservation and development of UK National Parksb. Approaches to managing river and coastal UK flood risk.	1.5; 1.9; 1.13
8.4 The UK's climate change challenges	<ul style="list-style-type: none">a. Uncertainties about how global climate change will impact on the UK's future climate.b. Impacts of climate change on people and landscapes in UKc. Range of responses to climate change in the UK at a local and national scale.	1.4b; 1.7b; 1.11b; 2.3b; 2.4a; 3.3; 3.6b; 4.5b; 6.2

UK Challenges: Topic 8.2

8.2 The UK settlement, population and economic challenges	<ul style="list-style-type: none">a. The 'two-speed economy' and options for bridging the gap between south east and the rest of the UK.b. Costs and benefits of greenfield development and the regeneration of brownfield sites.c. UK net migration statistics and their reliability and values and attitudes of different stakeholders towards migration.	4.2b; 4.4a, b; 4.5b, c, d, e; 5.2; 5.4b
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- | |
|---|
| a. Distribution of urban population in the UK and the location of its major urban centres. |
| b. Factors causing the rate and degree of urbanisation to differ between the regions of the UK. |

4.5 Globalisation and economic change create challenges for the chosen UK city that require long-term solutions	a. Key population characteristics of the chosen UK city's that is available from the Census and reasons for population growth or decline. (4)
	b. Causes of deindustrialisation (globalisation, de-centralisation, technological advances and developments in transport) and impacts on the chosen UK city.
	c. How economic change is increasing inequality in the city and the differences in quality of life.
	d. Recent changes in retailing and their impact on the chosen UK city: decline in the Central Business District (CBD), growth of edge- and out-of-town shopping and increasing popularity of internet shopping).
	e. The range of possible strategies aimed at making urban living more sustainable and improving quality of life (recycling, employment, education, health, transport, affordable and energy-efficient housing) for the chosen UK city. (5)

B: Approaches to teaching the UK Challenges



1. Curriculum planning (**Option 1**)

Plan to teach the UK Challenges topics while teaching the main content for Paper 1 and Paper 2.
Use the specification table to identify the challenge linked to the main content.

8.3 The UK's landscape challenges	a. Approaches to conservation and development of UK National Parks b. Approaches to managing river and coastal UK flood risk.	1.5; 1.9; 1.13
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For example, when teaching key idea 1.9 for River Landscapes, make explicit references to this challenge in lessons and the approaches to managing river flood risk.

The related topics for each of the challenges are signposted.



Advantage

Knowledge will be familiar at the time of teaching and allow students to make connections.

Disadvantage

Students may find it difficult to connect the knowledge when it comes to answering the questions in Paper 3.

1. Curriculum planning (**Option 2**)

Plan to teach the UK Challenges topics separately as a distinct unit of study.

8.3 The UK's landscape challenges	a. Approaches to conservation and development of UK National Parks b. Approaches to managing river and coastal UK flood risk.	1.5; 1.9; 1.13
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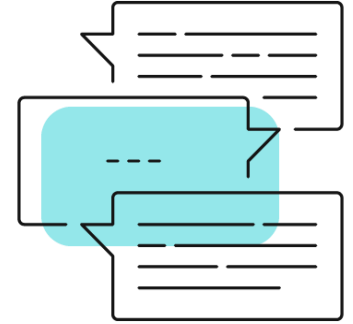
Advantage

Provide clarity for students when it comes to answering exam-style questions.

Disadvantage

If left until the end of the course, it might not provide enough time to teach the content with the required depth.

Review activity 1



Share and Discussion

Poll

How do you currently approach the teaching of Topic 8?

Question

In the Group Chat: Please share why you made the decision to approach it this way.

2. Assessment design

Use assessment opportunities to integrate questions based on the UK Challenges.

For example, when teaching about sustainability incorporate examples from Paper 3.

SECTION C

UK Challenges

Answer ALL questions in this section.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

Spelling, punctuation, grammar and specialist terminology will be assessed in Question 5(f).

5 (a) Study Figure 5a in the Resource Booklet.

Identify the decrease in annual CO₂ emissions per capita from 1990 to 2030.

(1)

- ☐ A 0.3 tonnes
- ☐ B 0.5 tonnes
- ☐ C 0.7 tonnes
- ☐ D 0.9 tonnes

(b) State **two** reasons for the use of sustainable transport schemes in the UK.

(2)

1

2

C: Preparing for the 1–4-mark question(s)



State: 2-mark question

Identify/State/Name	Recall or select one or more pieces of information.
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- (iii) State **two** possible reasons why flood risk is expected to increase in the UK by 2080.

(2)

1

2

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In this 2-mark **state** question students are not required to give an extended response.

Remind students that they should only write two clear accurate points to achieve full marks.

Explain: 3-mark question

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.

(d) Explain **one** way that migration could affect the UK's population structure.

(3)

2024 Pearson Edexcel GCSE Geography A Paper 3

In this 3-mark **explain** question, candidates will need to use knowledge of UK population structure to provide a double developed explanation to achieve the full marks. It would be helpful for students to spend some time practicing how to double develop their ideas. It's important in this question that students only provide **one** impact.

How many marks?

Response 1: Flooding can cause damage to people's properties which can be costly to repair. ✓

Response 2: Flooding can cause disruption to businesses with approximately 40% not able to re-open after a flood. ✓ This means that business owners are losing their livelihood. ✓

Response 3: Flooding affects people's mental health. ✓

Explain: 3-mark question

Look at the following points below for a different 3-mark question. How would you extend these to develop the idea. This is a task you could get your students to do.

1. More soil erosion (1) due to the increased number of tourists walking the landscape (1) **which leads to...**
2. The increased number of tourists is causing conflicts with the local residents (1) because of the increased volume of traffic on the country roads (1) **resulting in...**

d) Explain **one** negative impact of the development of UK National Parks.

(3)

Explain: 4-mark question

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.
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(c) Explain **two** approaches to managing flood risk in the UK.

(4)

1

.....

.....

.....

2

In this 4-mark **explain** question students will be required to provide **two** clear approaches to managing flood risk in the UK. Get students to consider the **WHAT** and **WHY**.

What is the approach?

Why does it help to manage flood risk?

How many marks?

Response 1: A flood wall helps to increase the capacity of a river channel which means that it can hold more water during a flooding event. ✓

Response 2: Providing people with flood evacuation procedures in the event of a flood. ✓

Describe: 2-mark question

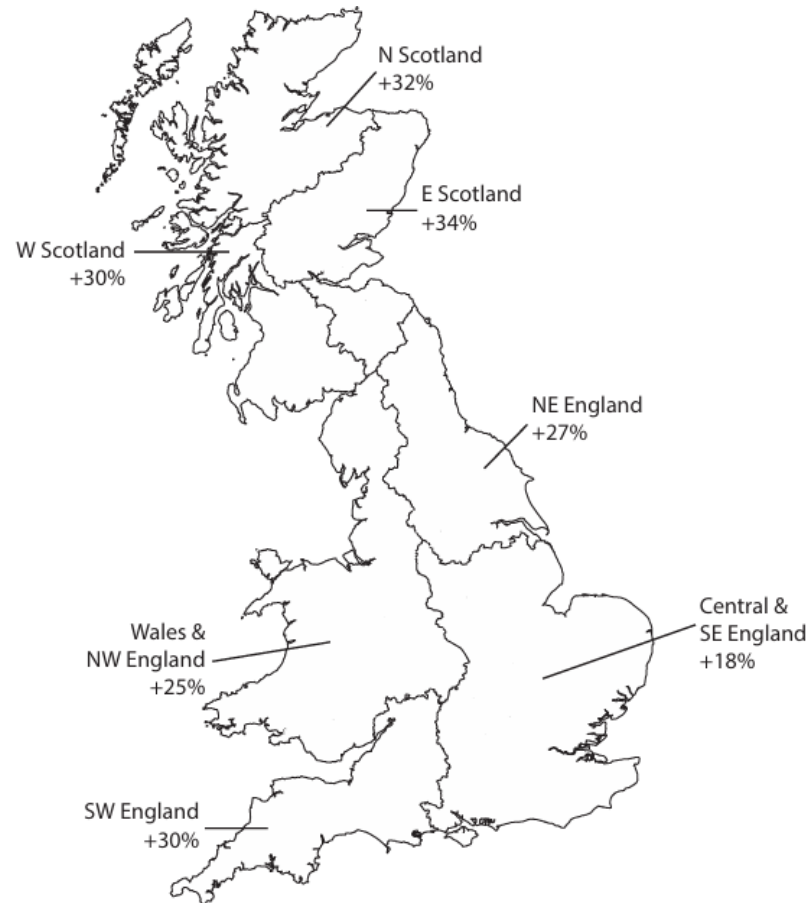


Figure 5a

Predicted increase in flood risk for regions of England, Scotland and Wales by 2080

(ii) Describe the pattern of the predicted increase in flood risk in Scotland.

(2)

In this 2 mark describe question students could consider the pattern using the following:

T – Trend – What is the pattern indicating about flood risk in Scotland?

E – Example – What evidence supports this?

A – Anomalies – Is there anything that doesn't fit the pattern?

D: Preparing for the 12-mark 'Discuss' question



1. Command word: 'discuss'

This question draws across the three key assessment objectives of AO2, AO3 and AO4.

Candidates should provide a substantiated conclusion that makes a judgement on the view.

Discuss

Explore the strengths and weaknesses of different sides of an issue/question. Investigate the issue by reasoning or argument

Candidates are required to use the evidence from the Figures and their wider geographical knowledge from across the GCSE course exploring the strengths and weaknesses of the issue set.

2. BUG the question

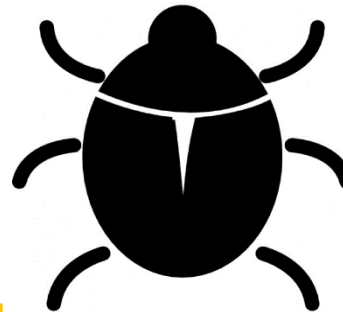
- (d) Use the information from the Resource Booklet (Figures 5a to 5e) as well as knowledge and understanding from the rest of your geography course.

'With the increasing possibility of flooding in the UK, the costs of managing the risks successfully are likely to outweigh the benefits.'

Discuss this view.

(12)

BOX the command word



Glance back at the question

Underline the key words

3. The Resource Booklet

Candidates should spend some time reading through the resources before completing the discuss question. Provide opportunities for them to practice annotating resources using **LEDS**.



L – **look** carefully at all the resource
E – **extract** the key facts and figures
D – **decide** where to use them in your answer
S – **support** your points with the facts and figures you have chosen

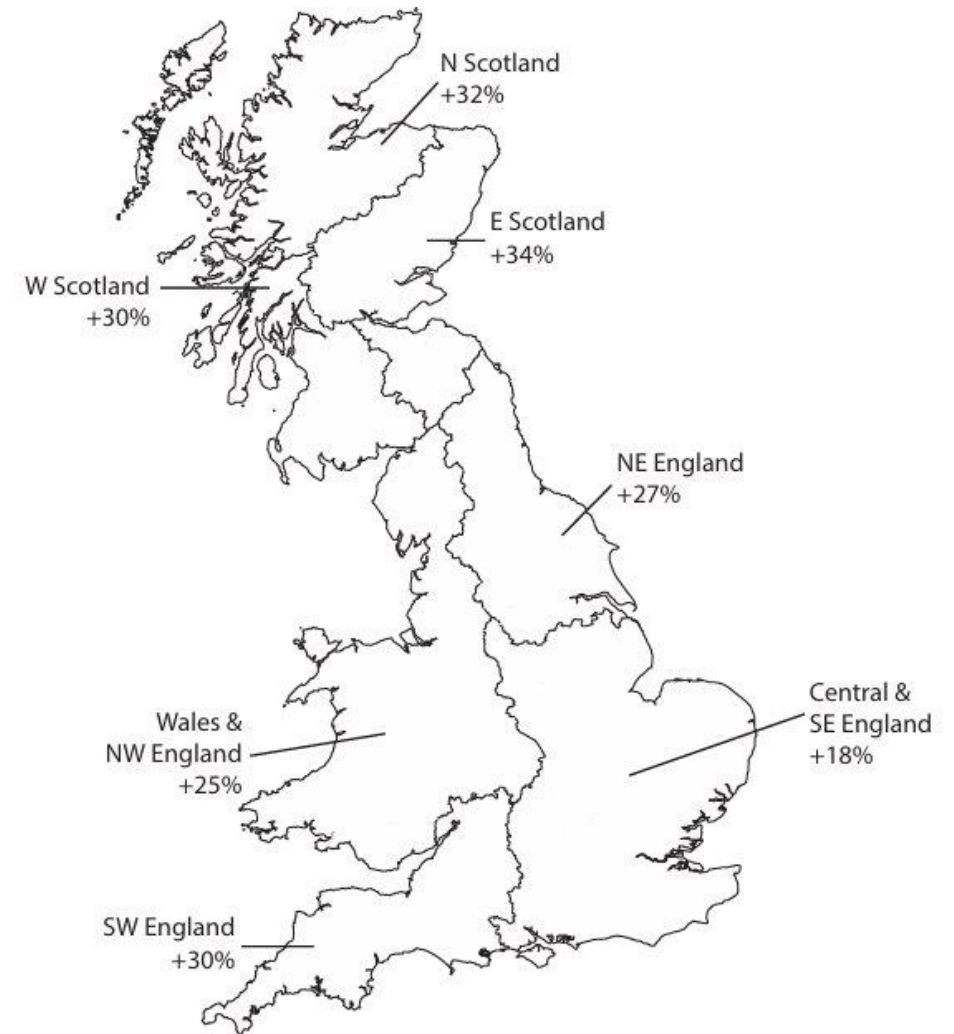


Figure 5a

Predicted increase in flood risk for regions of England, Scotland and Wales by 2080

3. The Resource Booklet (2)

- **Graph:** axes need to be studied. What does the graph show? Are there any trends?
Do not refer to only one part of the graph, try to mention all of it.
- **Data table:** often only a few parts of the table are referred to; try to give an overview as well as some detail.
- **Diagram:** these often contain text; read it carefully and use it. Try to make reference to most parts of the diagram.

Region	2015–2016 £ millions	2019–2020 £ millions
East Midlands	29	65
East of England	68	53
London	16	31
North East	16	10
North West	51	52
South East	67	71
South West	41	44
West Midlands	13	31
Yorkshire and the Humber	55	119
Total	356	476

Figure 5d

Cost of reducing river and coastal flood risk in England, 2015–2016 and 2019–2020

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3. Resource Booklet (3)

- Identify key points you would expect students to draw out from the two resources.
- How might they link the resources together to form a coherent response that is backed up by the evidence provided?

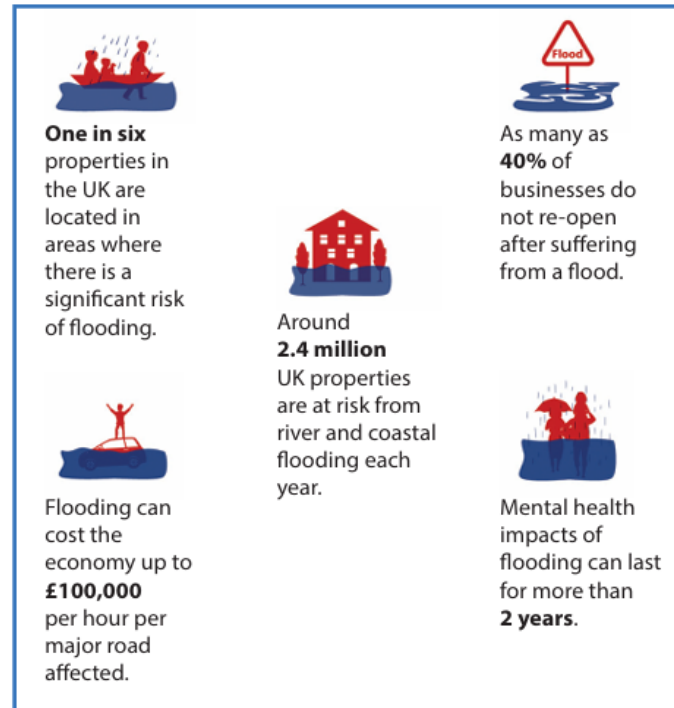


Figure 5b

The impacts of flooding in the UK



Figure 5a

Predicted increase in flood risk for regions of England, Scotland and Wales by 2080

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3. Resource Booklet (3)

As the population of the UK grows, we are likely to see the number of properties built very close to rivers almost double by 2065.

Over the next 30 years, it is estimated a further £30 billion will need to be invested in strategies to protect against river and coastal flooding.

Over 55% of water and sewage pumping stations, 20% of railway lines, 10% of major roads, 28% of gas infrastructure and 14% of electricity sub-stations are in areas at risk of flooding.

Figure 5c

Fact file on river and coastal flooding

Fact file: provide opportunities for students to practice annotating text relevant to a UK challenge and discuss how they might incorporate this in an answer to the discuss question.

4. Literacy skills

Candidates should use a range of connectives to demonstrate evidence for a balanced argument when discussing the view.

- However
 - *On the other hand*
 - *But*
- NEVERTHELESS
 - In conclusion
 - *An alternative view*
- **On balance**
 - In contrast
 - Yet
- Although

5. A Level 3 response

A candidate that produces a level 3 response will demonstrate characteristics from the table below.

Select & Apply
Case studies / examples illustrate different points
Factually accurate
Clear explanations; complex ideas
Clear, logical argument
Balanced view
Linked; one example / idea leads to another
Evaluation provides cement to link paragraphs
Diagrams may be chosen carefully & used

- Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)
- Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3)
- Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

6. Planning and practice

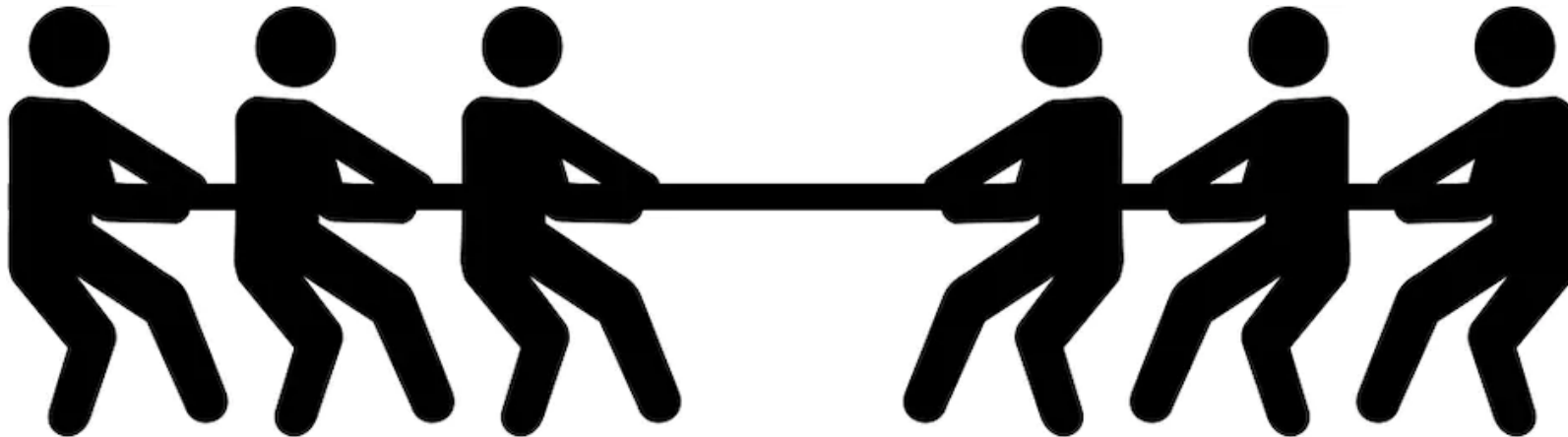
In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and your use of specialist terminology.

- (d) Use the information from the Resource Booklet (Figures 5a to 5e) as well as knowledge and understanding from the rest of your geography course.

'With the increasing possibility of flooding in the UK, the costs of managing the risks successfully are likely to outweigh the benefits.'

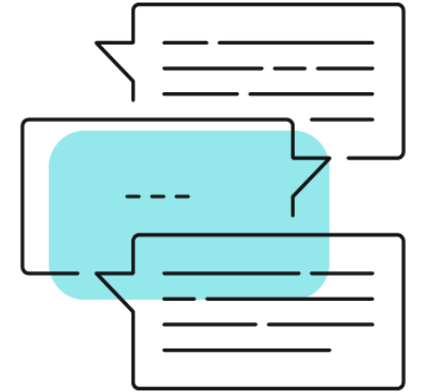
FOR

AGAINST



Review activity 2

Share and discussion



Question

What strategies have you used to prepare students for the 'discuss' question?

Question

What has been the most challenging part for your students?

E: Reflection on responses from Summer 2024



Question 5d – Summer 2024

In this question, up to four additional marks will be awarded for your spelling, punctuation, grammar and your use of specialist terminology.

- (d) Use the information from the Resource Booklet (Figures 5a to 5e) as well as knowledge and understanding from the rest of your geography course.

‘With the increasing possibility of flooding in the UK, the costs of managing the risks successfully are likely to outweigh the benefits.’

Discuss this view.

(12)

When candidates encounter the final question, it is helpful for them to annotate it using the BUG technique.

Question 5d – Summer 2024

Question number	Indicative content
5(d)	<p data-bbox="784 375 868 411">AO2</p> <ul data-bbox="843 418 1888 1146" style="list-style-type: none"><li data-bbox="843 418 1888 546">• River flooding occurs when the channel bursts its banks and coastal flooding when storms create powerful waves that approach the coastline.<li data-bbox="843 554 1888 632">• When towns and villages are located next to rivers and the coast this can increase the risk of flooding.<li data-bbox="843 639 1888 775">• In recent years the UK have spent billions on flood defences to protect properties located next to rivers and the coast.<li data-bbox="843 782 1888 918">• Floods can disrupt transport networks, contaminate water supplies, cause significant damage to homes and lead to expensive repairs.<li data-bbox="843 925 1888 1046">• Flooding can have a significant impact on the environment with destruction of wildlife habitats which can lead to disruption of local ecosystems.<li data-bbox="843 1053 1888 1146">• Flooding can cause riverbank erosion and sedimentation which can have an impact on rivers and reservoirs.

Question 5d – Summer 2024

AO3

- In the future, the UK is likely to experience an increase in flood risk due to global warming. It is predicted changes in average global temperatures will cause more properties to be at risk of flooding due to increased frequency of storms and rising sea levels.
- The rise in the number of people living in towns and cities in the UK is putting pressure on the construction of new homes which is reducing the permeability of the land surrounding rivers and increasing the risk of flooding.
- The increased frequency of storms is causing many regions of England such as Derbyshire, Cheshire and Nottingham to review the type of flood defences used to protect against river flooding.

Question 5d – Summer 2024

AO4

- Figure 5a illustrates the potential risk of flooding by 2080 in the UK. For example, by 2080 it is expected the area with the highest risk of flooding will be the East of Scotland. Not only will this area have the greatest risk, the rest of Scotland will also experience a similar percentage of flood risk. The area with the lowest risk from flooding by 2080 is predicted to be England Central and the South East.
- Figure 5b demonstrates the impact flooding is having on properties in England. The map highlights the regions where properties have been at most risk of flooding in 2021 was in the south. For example, in the south east in

places like London properties at risk of flooding was over 1,200 per 100,000.

- Figure 5c provides a clear overview of the costs associated with river and coastal flooding in the UK. For example, one in six properties in the UK are located in areas where there is a significant risk of flooding which is supported by Figure 5a and 5b where the evidence suggests the risk from flooding is increasing. Figure 5c also illustrates how flooding can have an impact of people's mental health due to the damages caused by the flood waters to homes and businesses.
- Figure 5d highlights the cost associated with reducing flood risk across different regions of England. For example, since 2015 the cost of reducing flood risk in the East Midlands has increased from £29 to £65 million. This trend is seen across most other regions however, in the North East there has been a reduction from £16 to £10 million.
- Figure 5e demonstrates the different views stakeholders have about flooding in the UK. For example, Sarah a business owner indicates the costs associated with flooding due to the disruption it causes to her trading.

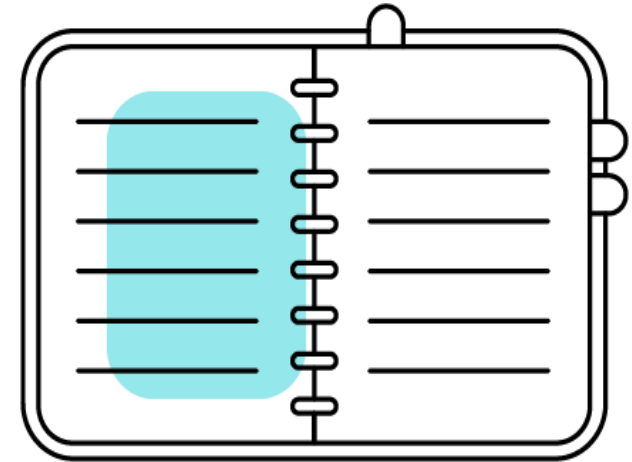
Candidate response 1

I completely agree with this view as the cost to defend and manage the potential flooding of 2.4 million homes will most likely come to much more than the cost to demolish and rebuild outside the potential flood zone.

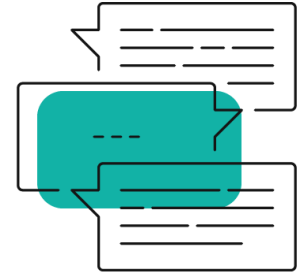
In Figure 5e a business owner among many says that they may not be able to carry on trading which will effectively create economic turmoil with the business owners which have suffered damage due to flooding and cannot make an income anymore. This in turn will cause damage to national economy as many businesses will be effected. Additionally it will cost £100,000 per hour if major roads are effected. Not only will this cost lots for the government but also this could lead to people being isolated on roads without a running car.

However, on the other hand the government may need to selectively protect important structures as ess. of water and sewage pump locations are at risk. This could lead to outbreak of disease and water security problem if sewage and waste are released during a flood. Furthermore areas such as electricity sub stations and gas infrastructure should be protected as if damaged by flooding harmful gas and unpredictable electricity could be released.

Delegate booklet, pages 4 and 5



Delegate marking activity – Response 1



Poll

Which level would you put
candidate response 1 in?

Candidate response 1

This response was awarded **Level 1 – 4 marks plus 2 marks for SPaG**.

The candidate demonstrates a basic understanding of flooding and some of the potential impacts (AO2/AO3):

- Damage to properties
- Outbreak of diseases
- Implications on infrastructure

The candidate supports these statements with evidence from the resources (AO4):

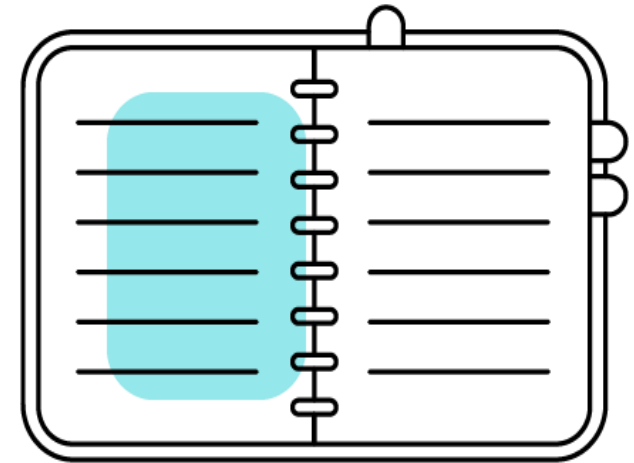
- 2.4 million homes
- Business owner in Figure 5e
- £100,000 per hour

However, there is limited evidence of the candidate using knowledge and understanding from across their GCSE studies. The discussion is limited in breadth and doesn't fully address the 'discussion' element of the command word.

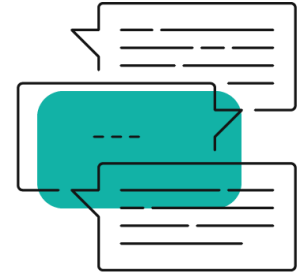
Candidate response 2

[illegible]

Delegate booklet, pages 6 to 8



Delegate marking activity – Response 2



Poll

Which level would you put
candidate response 2 in?

Candidate response 2

- This response was awarded Level 3 – 10 marks plus 4 marks for SPaG.
- The candidate demonstrates an excellent understanding of flooding and the associated impacts using a range of examples across their response (AO2) and develops their argument using knowledge from across their course (AO3), supporting these statements with evidence from the resources (AO4).
- The candidate frequently provides synthesis of understanding and uses phrases like, ***'this means...'***, ***'this is costing'***, ***'which happens due to'***.
- The candidate considers the costs and benefits, producing a more balanced response to the view. For the candidate to achieve full marks we would expect to see a substantiated conclusion to the overall view.

Candidate response 3

But to eliminate ~~danger~~ ^{and} ~~the~~ ^{the} ~~effect~~ ^{the} ~~and~~ ^{the} ~~glancing~~ ^{the} ~~have~~ ^{the} ~~rather~~ ^{the} ~~to~~ ^{the} ~~increase~~ ^{the} the fan's volume, most desks like to be angled, coupled with sharp angles and increasing wind speeds can greatly increase the probability of the fan's motion, so desktop fans designed to blow directly during rotation, removing noise placed into the wind speed spectrum is the best way, and can lead to replace of other design, while only need to boost speed. However, more generally...

Placing fans on the ceiling mounted is good for general, and can provide additional ~~noise~~ ^{noise} buildings and landscapes.

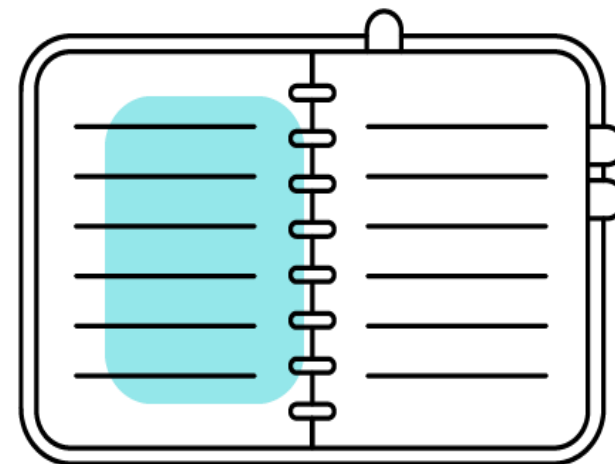
[illegible]

Installing hard engineering measures such as groynes can also have strong benefits down-drift, reducing incoming longwaves in lowland areas which does not eliminate the possibility, very evident in other soft engineering schemes such as managed realignment, that groynes directly generate seabed damaging rippling energy and so destroying beach-ridges. This is less of a risk in areas in which artificial reefs are being deployed, as they are more easily removed or adapted to new circumstances.

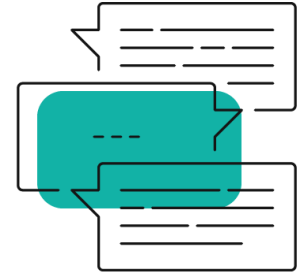
However, there are also many benefits to companies' social stand besides generating business income and revenue. First, the strong social beliefs of businesses do not disappear after the employees' fleeing, which maintains many people's jobs and means of survival and leads to a more prosperous country and economy, while also sustaining the general wellbeing and wealth of the population (creating the country). The strong social responsibility is a mark of good corporate citizenship and leads to the high level in terms of sustainability and growth.

[illegible][illegible]

Delegate booklet, pages 9 to 11



Delegate marking activity – Response 3



Poll

Which level would you put
candidate response 3 in?

Candidate response 3

- This response was awarded Level 3 – 12 marks plus 4 marks for SPaG.
- The candidate demonstrates an excellent understanding of flooding and the associated impacts using a range of examples across their response (AO2) and develops their argument using extensive knowledge from across their course (AO3), supporting these statements with evidence from the resources (AO4).
- The candidate frequently provides synthesis of understanding and uses phrases like, '**this shows just how important it is...**', '**in this modern age as we are becoming more heavily reliant...**'
- The candidate considers the costs and benefits, producing a more balanced response to the view and provides a substantiated conclusion to the overall view.

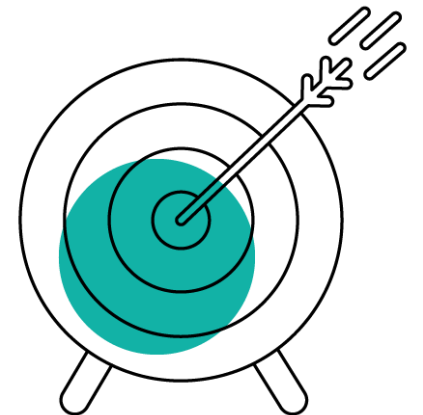
Summary



Summary

Outlined below are a few general suggestions that would improve candidates' performance for Section C:

- Ensure that candidates are familiar with the requirements for the command word 'discuss'. Spend time analysing different statements from previous series.
- Review the examples in the examiner report and other examples of candidates' responses which will be published. This will help students to become more familiar with the expectations of the command words and how they target the different AOs.
- In questions where candidates are asked to develop a single reason, it is important to ensure that the appropriate number of links in the explanatory chain are developed.
- Use a range of different resource types to practice annotating what they show and key geographical information they might draw from them.



Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.

Geography

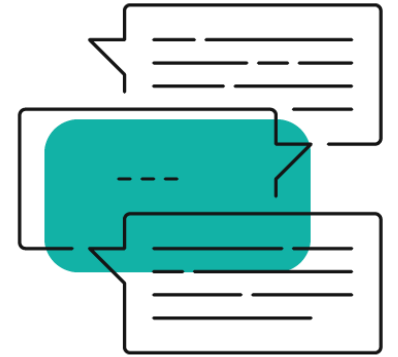
Email: TeachingGeography@pearson.com

Phone: +44 (0) 344 463 2535
(Mon–Fri, 9.00–17.00)

[Book an appointment with your Subject Advisor](#)

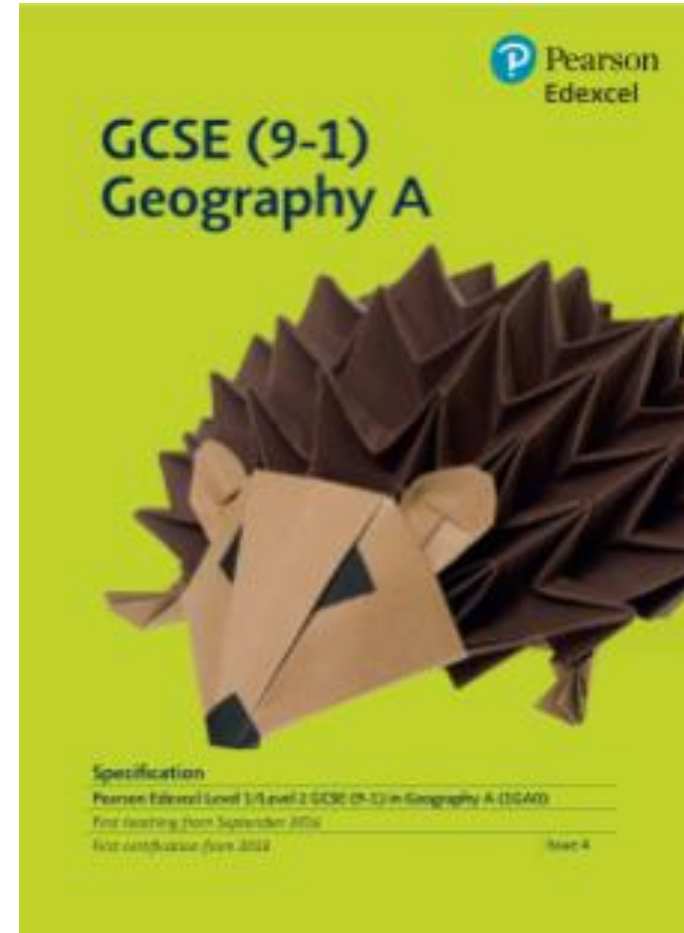
[Sign up](#) to receive regular updates from your Subject Advisor on qualification news and support for your subject.

Jon Wolton
Geography, Travel and Tourism



GCSE Geography A Issue 4

- [GCSE Geography A Specification Issue 4](#) is for teaching from September 2024 and will be assessed from summer 2026 onwards.
- [GCSE Geography A Issue 4 DE&I improvements](#) including, removing the phrase 'squatter settlements'.
- [GCSE Geography A Specification Issue 3](#) will have its final assessment in summer 2025.



Free qualification support

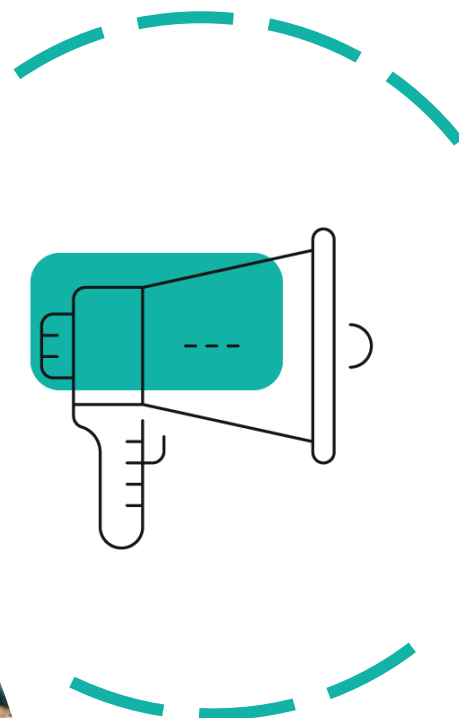
Our [free qualification support](#) includes:

- Getting Started guide and course planners for a two-year and three-year GCSE
- Schemes of work and topic booklets for every topic
- Assessment guide for GCSE Geography A and a free KS4 baseline assessment
- Student exemplars with assessment commentary
- Exam feedback videos for all three exam papers
- Fieldwork packs
- 'Maths for Geographers' guide
- 'Pace Yourself' support for delivering a 2-year GCSE
- Student and teacher guides to key terms and language
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Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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