

Script: Pre-recorded Event

Event Code:	1GA0-21P1
Event Title:	Pearson Edexcel GCSE (9-1) Geography A: New to Edexcel Geography A

Slide No.	Script (verbatim)
Slide 1	<p>Hello and welcome this pre-recorded training session to support the planning and delivery of the Pearson Edexcel GCSE Geography specification A qualification.</p> <p>My name is Andy Childe, and I have worked for Edexcel as a senior examiner for GCSE Geography for about 15 years.</p> <p>This is the 'new to Edexcel' session and is designed to support Centres and staff who are new, or relatively new to this qualification. Thank you for taking the time to join this training today, and I hope that you find it useful and informative.</p>
Pronunciation	
Slide 2	<p>This training session is designed to support colleagues in their understanding about how the qualification is structured and assessed; to discuss possible ways of delivering the detailed content; and to have a close look at all three components, providing opportunities to analyse and mark exemplar responses.</p> <p>There will also be details of where further support and training can be accessed at the end of this training.</p>
Pronunciation	
Slide 3	<p>This slide shows the approximate timings for today's training.</p> <p>The first 45 minutes will focus on planning and delivery, whilst the second part of the session will focus on assessment and marking activities, using exemplars from summer 2019, the last time we had a full summer exam series.</p> <p>Please also note that Sample Assessment Materials, Specimen Papers and all the past papers, mark schemes and examiners reports are available to download on the Edexcel website. Some of these resources are 'padlocked' so that they can be used by teachers for mock exams, home-learning and so on.</p>
Pronunciation	



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Slide 4	To begin with, I am going to spend a few minutes providing an overview of this qualification, considering the structure and content of the specification, and how students will be assessed at the end of their course.
Pronunciation	
Slide 5	<p>The key features of the Geography A specification include:</p> <ul style="list-style-type: none">• A thematic approach with content chunked by physical and human geography in papers 1 and 2 respectively.• Specification clearly sets out the geographical content and accompanying skills that you need to teach.• Clear requirements for understanding and incorporating case studies and located examples within the detailed content.• A manageable approach to fieldwork requirements• Assessments that give every student a chance to succeed
Pronunciation	
Slide 6	<p>Specification A offers a thematic approach to studying geography and the content is split by physical and human geography.</p> <p>Three content components assessed by three papers.</p> <p>Paper 1 = The Physical Environment, worth 37.5% of the GCSE</p> <p>Paper 2 = The Human Environment worth 37.5%</p> <p>Paper 3 = Geographical Investigations which includes fieldwork drawn from physical and human environments in Components 1 and 2 worth 15% of the GCSE, and a UK Challenges topic, which draws on knowledge and understanding from Components 1 and 2 and is worth 10% of the GCSE, so the total paper is worth 25%</p> <p>Component 1</p> <p>All students are required to study all three topics.</p> <p>In topic 1, you have a choice of two landscapes from three – rivers, coasts, or glaciated uplands.</p> <p>In topic 2, all students must study tropical storms and drought</p> <p>In topic 3, students must study tropical rainforest and deciduous woodlands</p> <p>Component 2</p> <p>All students are required to study all three topics</p>



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	<p>In topic 1 all students must study a case study of a UK city and a case study of a city in a developing or emerging country (e.g., Mumbai in India). You have the flexibility to choose the case studies.</p> <p>In topic 2, all students must study a case study of development issues in a developing (e.g., Uganda/Kenya or an emerging country e.g., India, China, Brazil). You have flexibility to choose the countries. You can nest your city study within a country, i.e., Topic 1 you do Mumbai and in Topic 2 you do India. Or you can increase breadth of place knowledge by offering a city study in a different country to your development country study. We have a link in the spec to a list of countries by our 3 definitions</p> <p>In topic 3, you have the choice of studying either energy or water resource management.</p> <p>Component 3</p> <p>Fieldwork: You have choice between doing your physical fieldwork in relation to rivers or coasts, and a choice between doing your human fieldwork in relation to urban or rural environments. I will come back to our approach to fieldwork later.</p> <p>UK Challenges, all students will be required to study the 4 future challenges facing the UK outlined on the slide. You can choose whether to teach UK Challenges as a separate, standalone topic at the end of Year 11, or to integrate the four prescribed challenges into your teaching of Component 1 and 2.</p> <p>As with all GCSEs, the guided learning hours is 120 hours over 2 years</p> <p>Breaking it down by component, you need to allow 45 hours for each of Components 1 and 2, so that's approx. 15 hours for each topic</p> <p>For Component 3 you need to allow 30 hours, so that's approx. 18 hours for fieldwork (not including your fieldtrip), and approx. 12 hours for drawing out synoptic links across content from Components 1 and 2 via the prescribed 4 UK Challenges.</p>
Pronunciation	
Slide 7	<p>Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers. The full list of geographical skills is provided on page 32. Some geographical skills are specific to particular topic content, these are numbered within the content and indicated in the 'integrated skills' sections within the topics throughout the content pages.</p> <p>This slide shows an example of how integrated skills are displayed in the specification; it is taken from page 23 of the specification within Topic 6: Resource Management.</p>



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Pronunciation	
Slide 8	<p>Now we'll look at the assessment overview.</p> <p>Each Paper is 1 hour 30 minutes</p> <p>Paper 3 Section B UK Challenges will include geographical information about an UK issue/challenge that relates to one or more of the 4 prescribed UK Challenges. It is recommended that part of this time is used to read all resources in Section C, UK Challenges.</p> <p>The Total exam time = 4 hours 30 minutes</p> <p>Total marks = 240 + 5% SPaG (12 marks)</p> <p>I will tell you more about the assessment objectives, command words and question types later.</p> <p>In Papers 1 and 2, each paper is split into 3 sections corresponding to each topic. Each section is marked out of 30 (plus 4 marks for SPGST, Spelling, Punctuation, Grammar and Specialist Terminology, in Section C) and so students should spend about 30 minutes on each section.</p> <p>In Paper 3, Section A and B assess the physical and human fieldwork, each section is worth 18 marks and students should spend about 20 minutes on each section. Section C assesses UK challenges, this section is marked out of 24 (plus 4 marks for SPGST) and the recommended time spend on this section is 15 minutes of reading time and 35 minutes to answer the questions.</p> <p>SPGST – Spelling, Punctuation, Grammar and Specialist Terminology</p> <p>This slide gives a sense of the proportion of extended writing (those question of 8 marks or more, assessed by levels-based mark schemes) in specification A, the last column is for the highest mark question. You'll see the maximum mark tariff for fieldwork is 8 marks, and for changing landscapes of the UK is 8 marks as they do two landscapes, and the longest question in the whole qualification is the last question in Section C worth 12 marks.</p> <p>SPGST is 5% of total marks, 240, so 12 marks available</p> <p>Paper 1: 4 marks on the last question in Section C (8 marks + 4 SPGST)</p> <p>Paper 2: 4 marks on the last question in Section C (8 marks + 4 SPGST)</p> <p>Paper 3: 4 marks on the last question in Section C (12 marks + 4 SPGST)</p> <p>It is worth pointing out at this stage that the assessment model for summer 2022 ONLY will look slightly different: On paper 2, students have the option of answering either Section B OR Section C. Also, on paper 3, the questions relating to the students own fieldwork experiences have been removed.</p>
Pronunciation	



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Slide 9	In the next part of this training session, we are going to focus on how this qualification might be delivered, and some of the key points that one might consider when planning to do this.
Pronunciation	
Slide 10	<p>In addition to deciding when to teach each topic over 2- or 3-years, it is also important to consider:</p> <ol style="list-style-type: none">1. When and how to integrate the use and practice of the different skills identified on pages 32-33 of the specification and the integrated skills mentioned earlier?2. Where are the case studies / located examples in the spec - and which places are you going to choose?3. When to do fieldwork and in which locations?4. Where and when is best to build in revision and assessment to track progress throughout the course. <p>We are now going to look at each of these considerations in a bit more detail:</p>
Pronunciation	
Slide 11	<p>Starting with Geographical Skills, there is an emphasis on cartographic, numerical, and statistical skills in this Geography specification – and the assessment of geographical, maths and statistics skills will make up at least 10% of the overall assessment.</p> <p>Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined components. Examples of generic geographical skills include the construction of graphs to present data (e.g. bar charts and line graphs) and mathematical calculations such as the mean and the range – generic skills which are not specifically tied to subject content. The full list of geographical, mathematics and statistics skills can be found on pages 32 and 33 of the specification.</p>
Pronunciation	
Slide 12	One of the DfE requirements of the current GCSE Geography specifications was that there needs to be greater in-depth understanding of place and contextual knowledge surrounding case studies and examples; that is to say more in-depth case studies



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	<p>and fewer dipping in and out of case studies and examples that are not linked to an understanding of the broader, contextual knowledge of the place from which they are drawn.</p> <p>We have taken an approach to case studies and located examples that meets DfE subject content requirements of always providing context to any exemplars used, whilst not overloading the curriculum with lots of extra content by not requiring that examples are drawn from lots of different places.</p> <p>The 3 in depth case studies already include the contextual place-based understanding in the detailed content to be taught over several weeks of lessons. There is also the flexibility to nest the in-depth case studies. The Topic 4 case study on the major city can be a city in the country chosen in the Topic 5 development case study.</p> <p>In terms of countries needed to cover the overall specification content: it can be delivered with reference to a minimum of 3 countries as per the DfE requirements: the UK, and at least two others.</p>
Pronunciation	
Slide 13	<p>Also, throughout the content there are located examples from developing, emerging and/or developed countries that need to be taught.</p> <p>Where a located example should be taught, a globe symbol is used in the detailed content.</p> <p>Here's an example of where we have signposted a located example should be taught. The named examples of developing or emerging, and or developed countries, sign-posted by the globe, are not in-depth case-studies (just a named place taught as part of one key idea and over approximately one lesson) and can be nested in the in-depth case studies to give them a wider place/location context.</p>
Pronunciation	
Slide 14	<p>This is where the case studies and located examples are required in the specification content. It's here where locational or contextual (place) knowledge of the countries from which case studies and located examples are required.</p> <p>In Topic 1 students will need to study two of the landscapes from either rivers, coasts, or glaciers. For each landscape they will need to have one located example within the UK. (2 located examples)</p> <p>In Topic 2 students will need to have located examples of drought and tropical storms from developed countries and either emerging or developing countries. (4 located examples in total)</p>



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	<p>In Topic 3 students will need to have a located example of a tropical rainforest and a deciduous woodland. You have the flexibility to choose whether these located examples are from developing, emerging, or developing countries. (2 located examples)</p> <p>Topic 4 involves two in-depth case studies, one major city in the UK and one major city in a developing or emerging country. Our definition of a major city is a city with a population of at least 200,000 inhabitants. See page 42. (2 case studies)</p> <p>Topic 5 involves one in-depth case study of a development within either a developing or an emerging country. (1 case study)</p> <p>Topic 6 you have a choice of either sub-topic 6A Energy resource management or 6B Water resource management. Students will need a located example of how one developed country and one emerging or developing country have attempted to manage their energy or water resources in a sustainable way. (2 located examples)</p> <p>When you choose your located examples, you may nest these within the countries you have chosen for your 3 in-depth case studies.</p> <p>E.g. Brazil: A case study of development in an emerging country, a study of a major city such as Rio or Sao Paolo, an example of drought in an emerging country Sao Paulo 2015, and an example of a tropical rainforest in the Amazon Basin.</p> <p>In total across the whole specification there are:</p> <ul style="list-style-type: none">- 3 in-depth case studies- 10 located examples
Pronunciation	
Slide 15	<p>Students must carry out two investigations in Topic 7. One investigation in a physical environment either Investigating changes in a river channel or coastal processes. And a second investigation in a human environment either Investigating change in central/inner urban areas or Investigating change in rural settlements.</p> <p>The specification provides broad parameters for what primary and data collection to carry out in the field in relation to these tasks.</p> <p>With exception of Summer 2022, there will be an assessment of students' ability to apply their own experience of fieldwork as well as their ability to use and apply knowledge, understanding and skills to novel contexts. As we have prescribed the broad context (environment e.g. coasts) these questions should still be relevant or familiar to their own fieldwork experience if not directly assessing it.</p> <p>Fieldwork support packs for all four investigations can be found on the Edexcel website.</p>



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Pronunciation	
Slide 16	<p>There's quite a lot to think about when to do fieldwork but most centres are likely to be driven by when their SLT will allow them out.</p> <p>It might seem a good idea to do the fieldwork as close to the examination as possible as it now assessed this way, but it's important to consider the following:</p> <ul style="list-style-type: none">• This specification has been written to in a way integrate the required fieldwork environments, content (knowledge, understanding and skills) around Topic 1 The UK's Changing Landscape and Topic 4 Changing Cities. Ideally fieldwork should be carried out when covering the related content in the specification, for students to be able to explore the types of questions that they could investigate and to fully understand the purpose of the task, the methods, and the broader significance of the investigation.• Likelihood of being allowed out of school late in Year 11 with GCSE exams and revision• It is recommended that for each investigation that a minimum of one day of fieldwork should be carried out. In addition, 3 weeks of lesson time should be spent on fieldwork preparation, processing and presenting data, analysis and explanation and coming to conclusions.• If following our two-year linear model, fieldwork is recommended to be carried out in the spring and summer terms of Year 10. In the three linear model, the physical geographical investigation should be done in the spring and summer terms of Year 9 and the human geographical investigation should be done in the spring term of Year 10. <p>The slide offers some alternative times to do Fieldwork and advantages and disadvantages – Is there an argument for late spring in Year 10 & early autumn term in Year 11.</p>
Pronunciation	
Slide 17	<p>The qualification structure enables students to build skills as they progress through the course, and there is an opportunity to revise concepts and develop skills on an ongoing basis</p> <p>Quantitative skills are integrated throughout the themes, so students develop these skills in context throughout the course</p> <p>There will need to be time built in to carry out revision and mini assessments to track progress and to ensure content is secured during the linear course.</p> <p>When thinking about revision and assessment for learning, the various points on the slide need to be considered about the GCSE Geography A.</p>



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Pronunciation	
Slide 18	<p>The specification has been designed so that teachers can deliver the content comfortably over 120 guided learning hours and still have adequate time for revision, assessment, and fieldwork. Alternatively, some centres have moved to a three-year Key Stage 4, with students starting their GCSE courses in Year 9; this means that they will be delivering the content over a three-year period.</p> <p>Editable two-year and three-year course planners can be downloaded from the Edexcel Geography qualifications page of the website. The course planners have been produced to help you implement this Edexcel specification. They are offered as an example of a possible model that you should feel free to adapt to meet your needs and is not intended to be in any way prescriptive.</p>
Pronunciation	
Slide 19	<p>For those Centres delivering the qualification over 2 years, the 'pace-yourself' guide on the website will help teachers to identify content, skills and themes which reoccur within the specification, allowing a timely completion of the course content within 120 hours of guided learning.</p> <p>We are now going to spend a few minutes looking at two examples from the Pace Yourself guide that demonstrate how teachers can use curriculum time more effectively in the delivery of the course.</p>
Pronunciation	
Slide 20	<p>All three sub-topics on Paper 1 require candidates to have studied a named distinctive landscape.</p> <p>On previous specifications, this location specific component often became the focus of the extended questions. Schools, as such, would prioritise this aspect of the specification for extra lesson time and revision focus.</p> <p>However, as the 8-mark items on Questions 2, 3 and 4 will have the command term 'examine' which requires students to use an unfamiliar resource. the extended question won't be a named location specific.</p> <p>Therefore, one approach would be teaching your named landscape through your landform formation lessons rather than give this specification component its own individual lesson at the end of the unit.</p>
Pronunciation	

Slide 21	<p>As mentioned earlier, the specification requires students to study 3 in-depth case studies and there are a range of different approaches we could take to cover this content.</p> <p>The colour coding on these specification extracts shows overlapping content from the UK and Developing/Emerging cities case studies.</p> <p>These case studies form a large proportion of the course. Each has its own specification page with numerous sub-sections which require pupils to develop a broad knowledge and understanding of life in their chosen city.</p> <p>Rather than teaching the specification in sequence, it may be appropriate to combine the two city case studies. Students could be introduced to a key concept through a targeted starter and initial teacher led task before being given the opportunity to apply this understanding to both case study destinations. For example, students could be introduced to the range of factors which influence settlement site before being given maps of their chosen cities and asked to explain their location. Where appropriate, students should be encouraged to identify factors which are true of both locations – e.g. if both cities were built on flat land, located next to a river, and are surrounded by fertile land – then both cities could have the same site explanation.</p> <p>Combining overlapping aspects of the cities case studies reduces the need for general introductions therefore maximising the time available for location specific study. This approach also encourages pupils to regularly compare their case study cities, helpful when completing assess and evaluate questions.</p> <p>Also, a ‘flipped’ approach could save you considerable time. Weekly homework designed to revise core concepts from the Major UK City sub-topic would allow lesson time to focus entirely on applying this understanding to their emerging/developing world location. Additionally, plenary tasks could be devised to link related content from both cities.</p>
Pronunciation	
Slide 22	<p>Next, we will consider the assessment model – and we will be looking at the three question papers and mark schemes from the 2019 examination series. We will also be looking at some real student responses, and you will have a chance to pause the recording and have a go at marking some of these.</p>
Pronunciation	
Slide 23	<p>To place the assessment of this specification in context, it is important to understand what Assessment Objectives are – and how they are targeted by different command words.</p>



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	<p>AO1 (knowledge) and AO2 (understanding) together are worth 40%. AO3 (application) and AO4 (skills) together are worth 60%. This emphasis on application of knowledge, understanding and skills is reflected in the demand of the assessments and the use of command words, which we'll come to later.</p> <p>Fieldwork is worth 15% of the total assessment, 10% of AO3 and 5% of AO4.</p> <p>AO1 represents marks awarded for recall (can be standalone or integrated as part of extended responses)</p> <p>AO2 represents marks awarded for using concepts and making links</p> <p>AO3 represents marks awarded for applying knowledge and understanding to (and this is important) interpret, analyse, and evaluate geographical issues</p> <p>AO4 represents marks awarded for (and this is important) selecting, adapting, and using skills</p> <p>All elements of the AOs must be evidenced in every set of assessment in an examination series – question types and command words have been designed to facilitate these skills.</p> <p>At least 10% of the marks must be allocated to the assessment of mathematical and statistical techniques at a level appropriate to the qualification.</p> <p>The number of marks available to credit the accuracy of spelling, punctuation and grammar and their use of specialist terminology (SPGST) must be equal to 5 per cent of the subject marks.</p>
Pronunciation	
Slide 24	<p>This table shows the breakdown of assessment objectives across the three exam papers. As you can see all four assessment objectives are assessed across all three exam papers.</p> <p>Papers 1 and 2 are mirror images of each other and you can see that there is more emphasis on assessing knowledge (AO1) and understanding (AO2) in these papers than there is in Paper 3.</p> <p>In Paper 3 you can see the focus is on assessing application of knowledge, understanding and skills (AO3) and geographical skills (AO4).</p>
Pronunciation	
Slide 25	<p>Our command words will be used consistently to assess particular skills and across mark tariffs. This slide shows the mark tariffs for different command words. The command words 'Examine', 'Assess' and 'Evaluate' are the three command words that could be used for the 8 mark extended response questions. The command word</p>



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	<p>'Examine' will only appear in Paper 1 Section A. The command word 'Discuss' will only be used for the final part of the synoptic UK Challenges question in Paper 3, which will always be worth 12 marks. Section 3 of the guide provides guidance on the requirements of these different command words and question types.</p>
Pronunciation	
Slide 26	<p>This table show the different command words that can be used for extended writing questions across Papers 1, 2 and 3 (using levels-based mark schemes) with the weightings of marks by assessment objective.</p> <p>These will remain the same for the lifetime of the specification to ensure consistency year-on-year when meeting the assessment objectives. This means you can also see the proportion of the different skills required of students in extended responses so they can be clear what is required of them for each command word.</p> <p>Please note, the total marks do not include any additional SPaG marks</p> <p>The 8-mark extended response questions</p> <p>In Papers 1 and 2:</p> <p>Some 8-mark extended response questions will assess students' ability to make links between concepts within a topic. These questions will use the command word <i>Assess</i> or <i>Evaluate</i>. 4 marks will be available for demonstrating AO2 (demonstrating understanding) and a further 4 marks will be available for demonstrating AO3 (application of understanding). Questions that use the <i>Evaluate</i> command word will require students to provide a substantiated judgement or conclusion whereas questions that use the <i>Assess</i> command word require students to give consideration to all factors and identify which are the most important.</p> <p>Some 8-mark questions will assess students' ability to apply understanding to a geographical context and/or a resource. These questions will use the command words <i>Assess</i>, <i>Examine</i> or <i>Evaluate</i>. There will be 4 marks available for AO3 (application of understanding) and 4 marks available for AO4 (skills) because students are being tested in their ability to select, adapt, and use a variety of skills and techniques to investigate questions and issues and communicate findings. Questions that use the <i>Examine</i> command word require students to break something down into the individual components/processes and say how each one contributes to the questions theme or topic and how these components/processes work together and interrelate.</p> <p>In Paper 3:</p> <p>The 8-mark extended response fieldwork question will assess students' ability to apply their fieldwork skills and understanding in order to analyse, evaluate and make</p>



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	<p>judgements (AO3), and to communicate their findings from fieldwork investigations (AO4). These questions will use the command words <i>Assess</i> or <i>Evaluate</i>. AO3 and AO4 will be equally balanced. Four marks will be available for applying their understanding to analyse, evaluate and make judgments (AO3) and four marks will be available for using skills in their fieldwork and communicating their findings (AO4).</p> <p>The 12-mark extended response question</p> <p>The final 12-mark extended response question in Paper 3 will be linked to Topic 8 UK Challenges and will assess students' ability to investigate the different sides of an issue affecting the UK. Students will be required to use information from the Resource Booklet and knowledge and understanding from the rest of their geography course of study to support their answer. There is an equal emphasis on AO2, AO3 and AO4 in this question. Students are assessed on their ability to demonstrate understanding of the issue (AO2), application of understanding to provide a balanced, well-developed argument leading to supported judgements (AO3) and using geographical skills to obtain accurate information that supports their argument (AO4).</p>
Pronunciation	
Slide 27	<p>A range of different question types will be used within all examinations in order to assess a variety of requirements and facilitate differentiation.</p> <p>The different question types that are used are as follows.</p> <p>Multiple-choice questions (MCQ): Students are required to select the correct answer from a choice of four (A, B, C and D). A variation of this that might be used is where students are required to select two correct answers from a choice of five.</p> <p>Short open response: Usually a single word, up to a couple of sentences, for between 1 and 3 marks.</p> <p>Open response: Usually a few sentences or a very short paragraph for 4 marks.</p> <p>Calculation: These could both be short or long, and vary in mark allocations.</p> <p>Extended open response: Students are required to assess the ability to develop extended written arguments and to draw well-evidenced and informed conclusions about geographical questions and issues. Utilises a levels-based mark scheme.</p>
Pronunciation	
Slide 28	<p>There is ramped demand within topics and papers, 1 mark to 12 marks. The final question on Paper 3 is 12 marks, plus an additional 4 marks for SPaG.</p>



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Pronunciation	
Slide 29	<p>In Sections A and B on paper 3, one 8-mark extended response question that requires students to apply their fieldwork understanding to analyse, evaluate and make judgements, and to communicate their findings from fieldwork investigations.</p> <p>In Section C one 12-mark extended writing section linked to UK Challenges. An additional 4 marks will be available for SPaG.</p>
Pronunciation	
Slide 30	<p>During this part of the training session, we will be looking at a broad range of different question types across the three papers.</p> <p>It is recommended that you pause the recording at appropriate intervals to allow time to mark the exemplar responses using the accompanying mark scheme.</p>
Pronunciation	
Slide 31	<p>All the question papers and mark schemes that we are going to be using are from the 2019 exam series, and we will be using these to familiarise ourselves with the demands of the different command words and to identify the differences between similar command words.</p> <p>I would suggest that you spend approximately 60-70 minutes on this part of the session.</p> <p>The questions that have been selected include most of the question types and command words mentioned earlier in this session; however, there is further guidance available on the Pearson Edexcel website, including exemplar marking activities for the 12-mark 'discuss' question that appears on Paper 3. This type of question has not been covered during this training session as a number of different resources are used in collaboration to support a piece of extended writing – and therefore a disproportionate part of the session would be needed to cover this properly.</p>
Pronunciation	
Slide 32	<p>To begin with, we are going to take a look at a 4-mark and an 8-mark question from paper 1.</p>
Pronunciation	



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Slide 33	<p>Pause the recording and turn to page 18 in the 1GA0/01 question paper and the appropriate pages in the accompanying mark scheme and Figures 6c and 6d in the resource booklet.</p> <p>Read through Example 1 in your pack before pressing play.</p>
Pronunciation	
Slide 34	<p>This response was awarded 4 marks</p> <p>The candidate has successfully stated one possible reason for the different impacts in the first section and has developed this through explanation = 2 marks.</p> <p>This has been done again in the second section with a different possible reason.</p>
Pronunciation	
Slide 35	<p>Pause the recording and locate Examples 2 and 3 in your pack.</p>
Pronunciation	
Slide 36	<p>How many marks would you award this response?</p> <p>Press pause and start the recording when you have had chance to mark this response.</p> <p>This response was also awarded 4 marks as the candidate has developed two possible reasons for the differences in impacts between the two areas shown on Figures 6c and 6d.</p>
Pronunciation	
Slide 37	<p>How many marks would you award this response?</p> <p>Press pause and start the recording when you have had chance to mark this response.</p> <p>This response was awarded 3 marks.</p> <p>In the first section, the candidate has developed a reason about levels of development and the consequence of this.</p> <p>In the second section, there is a mark for the reference to the strength of the hurricane – but there is no further development of this e.g. by talking about this possibly resulting in more buildings being destroyed / people crushed inside = more deaths etc.</p>



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Pronunciation	
Slide 38	<p>Pause the recording and turn to page 8 in the 1GA0/01 question paper and the appropriate pages in the accompanying mark scheme and Figure 3 in the resource booklet.</p> <p>When you have done this, read through Example 4 in your pack before pressing play again.</p>
Pronunciation	
Slide 39	<p>This response was awarded 8 marks – top of Level 3.</p> <p>There is a good balance of AO3 and AO4 throughout the answer.</p> <p>In terms of AO3, there is a range of good explanations about why the hydrographs are different e.g. suggestions about the permeability of surfaces and the impact of vegetation on infiltration rates.</p> <p>Also, there is consistently good evidence of AO4; information from Figure 3 has been included to support the examination e.g. the use of discharge data and times of peak discharge.</p>
Pronunciation	
Slide 40	<p>Pause the recording and locate Examples 5 and 6 in your pack.</p>
Pronunciation	
Slide 41	<p>How many marks would you award this response?</p> <p>Press pause and start the recording when you have had chance to mark this response.</p> <p>Example 5 was awarded 2 marks – a mid-level 1.</p> <p>The candidate has included some AO4 – extracting some information from the resource.</p> <p>However, there is no evidence at all of any AO3, which limits the response to mid-level</p>
Pronunciation	
Slide 42	<p>Now have a go at marking Example 6.</p> <p>Press pause and start the recording when you are ready.</p> <p>This response was awarded 5 marks – a mid-Level 2 response.</p>



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	<p>In terms of AO3, there are a range of 'partial' explanations, but generally lacks the depth of explanation required for top of Level 2 / into Level 3.</p> <p>There is also some evidence of AO4, but this is just in the form of bullet point descriptions, rather than used to support explanations (AO3) – something that would be expected for 6 marks and beyond.</p>
Pronunciation	
Slide 43	<p>Next, we are going to take a look at three different questions that appeared on paper 2 in 2019.</p>
Pronunciation	
Slide 44	<p>Please can you turn to page 5 in the 1GA0/02 question paper, the appropriate page in the Paper 2-mark scheme and Figure 1c in the resource booklet.</p> <p>You will also need to find Example 7 in your pack.</p>
Pronunciation	
Slide 45	<p>Example 7 was awarded 2 marks.</p> <p>The candidate has included the correct working for one mark and was awarded the second mark for writing the correct answer to one decimal place.</p>
Pronunciation	
Slide 46	<p>Now pause the recording and use the mark scheme to mark Examples 8 and 9 in your pack.</p> <p>Press 'play' again when you are ready.</p>
Pronunciation	
Slide 47	<p>This response was awarded 1 mark.</p> <p>The candidate has arrived at the correct answer (written to one decimal place) for one mark.</p> <p>However, the full working out (i.e. division and multiplication by 100) is not shown for the second mark.</p>
Pronunciation	



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Slide 48	<p>This response was awarded zero marks.</p> <p>The final answer is incorrect, and the prior working out are also incorrect and incomplete.</p>
Pronunciation	
Slide 49	<p>The next question that we are going to look at, is the 4-mark 'suggest' question. This type of question is based upon a resource and are some of the most challenging question types on the paper because a triple-development of an initial point is required to access full marks.</p> <p>Please turn to page 19 in the 1GA0/02 question paper, Figure 4 in the resource booklet, and the accompanying page in the mark scheme.</p> <p>When you have done this, read through Example 10 in your pack.</p>
Pronunciation	
Slide 50	<p>This response was awarded 1 mark as it just includes a basic idea of unreliability (due to clouds) – but no further development.</p>
Pronunciation	
Slide 51	<p>Now pause the recording and use the mark scheme to mark Examples 11 and 12 in your pack.</p> <p>Press 'play' again when you are ready.</p>
Pronunciation	
Slide 52	<p>Example 11 was awarded 2 marks.</p> <p>The candidate has a generic idea of less sun in winter (1) so less energy will be produced (1) = 2 marks</p>
Pronunciation	
Slide 53	<p>Example 12 was slightly better and was awarded 3 marks.</p> <p>The candidate has mentioned that solar power is unreliable (1) no sun = won't work (1) so other energy sources needed (1)</p>
Pronunciation	



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Slide 54	<p>We are now going to have a look at an 8-mark 'assess' question.</p> <p>Please turn to page 6 in the 1GA0/02 question paper and the appropriate pages in the accompanying mark scheme.</p> <p>Remember that 'assess' and 'evaluate' questions on paper 2 are not based upon a resource; also, like all 8-mark questions, are marked using a levels-based mark scheme.</p> <p>When you are ready, read through and mark Example 13</p>
Pronunciation	
Slide 55	<p>Example 13 was awarded 5 marks, a mid-level 2.</p> <p>The candidate has included a range of legitimate ideas about how rapid urbanisation has affected Sao Paulo (AO2) along with some partial explanation and a brief conclusion (AO3).</p> <p>For top of level 2 and into level 3, expect more detailed explanation (e.g. 'linked statements') of these explanations – plus some more detailed place-specific description.</p>
Pronunciation	
Slide 56	<p>Now pause the recording and use the mark scheme to mark Examples 14 and 15 in your pack.</p> <p>Press 'play' again when you are ready.</p>
Pronunciation	
Slide 57	<p>Example 14 was awarded 4 marks – i.e. just into Level 2.</p> <p>A small range of effects have been mentioned, with some brief accompanying local colour. Overall, the quality of AO2 is mid-level 2.</p> <p>There is some evidence of AO3 – but this is quite weak (only level 1).</p> <p>Therefore, taking a holistic 'line of best fit' approach, this response was awarded 4 marks.</p>
Pronunciation	
Slide 58	<p>Example 15 was awarded 7 marks – low level 3.</p> <p>It is well written and demonstrates some detailed development of the effects. The response links some strands together but lacks any real assessment of the effects.</p>



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	This just gets into level 3, 7 marks but doesn't get final mark as there is no assessment of the most significant effect.
Pronunciation	
Slide 59	Finally, we are going to take a look at three different questions that appeared on paper 3 in 2019.
Pronunciation	
Slide 60	Pause the recording and turn to page 7 in the 1GA0/03 question paper and the appropriate pages in the accompanying mark scheme. When you have done this, read through Example 16 in your pack.
Pronunciation	
Slide 61	This response was awarded 1 mark. The candidate has named a graph that they used (no marks yet) and provided a legitimate (generic) advantage of using a scatter graph for 1 mark. There is no further development e.g. link to their own fieldwork investigation, for the second mark.
Pronunciation	
Slide 62	For the next marking activity, please pause the recording, and use the mark scheme to mark Examples 17 and 18 in your pack. Press 'play' again when you have done this.
Pronunciation	
Slide 63	Example 17 was awarded 1 mark. Here, the candidate has provided information about why a line graph was used (i.e. to represent beach morphology) for one mark, but there is no further development.
Pronunciation	
Slide 64	Example 18 was awarded 2 marks.



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	The candidate has identified an advantage of using a line graph – ‘see the steepness of the beach at each point’ – and has developed this by linking this to seeing ‘which point was more resistant to erosion’ for the second mark.
Pronunciation	
Slide 65	The next type of question that we are going to look at is one with the command word, ‘plot’ – which targets AO4. Please turn to page 12 in the 1GA0/03 question paper and the appropriate pages in the accompanying mark scheme.
Pronunciation	
Slide 66	This is Example 19 in your pack. The response was awarded 2 marks. The candidate has correctly plotted the two pieces of data, and connected these to existing line
Pronunciation	
Slide 67	For the next marking activity, please pause the recording, and use the mark scheme to mark Examples 20 and 21 in your pack. Press ‘play’ again when you have done this
Pronunciation	
Slide 68	Example 20 was awarded 1 mark. Both plots are correct, but they have not been connected to the existing line = max. 1 mark.
Pronunciation	
Slide 69	Example 21 was awarded zero marks. Despite the plots being connected to the existing line, both are in the incorrect position on the graph paper = 0 marks.
Pronunciation	
Slide 70	The final question that we are going to look at is an 8-mark ‘evaluate’ question, based upon an ‘unfamiliar’ fieldwork context.



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	<p>Please turn to page 8 in the 1GA0/03 question paper and the appropriate pages in the accompanying mark scheme and Figure 1 in the resource booklet.</p> <p>When you have done this, please read through Example 22 in your pack.</p>
Pronunciation	
Slide 71	<p>Example 22 was award 6 marks – top Level 2.</p> <p>There is some really good use of the resource, Figure 2, throughout the response – possibly 'level 3' quality.</p> <p>However, despite some partial explanation and evaluation, AO3 is clearly not as strong as AO4, and therefore prevents the response accessing the Level 3 mark range.</p>
Pronunciation	
Slide 72	<p>For the last marking activity, please pause the recording, and use the mark scheme to mark Examples 23 and 24 in your pack.</p> <p>Press 'play' again when you have done this.</p>
Pronunciation	
Slide 73	<p>Example 23 is a 'solid' level 2 response and was awarded 5 marks.</p> <p>The candidates methodically address each of the variables in Figure 2, describing what the limitation of methods in terms of accuracy and reliability (AO2) and extends these points with some reflective commentary (AO3).</p>
Pronunciation	
Slide 74	<p>Example 24 is a good example of a response that has just edged into Level 2 – and was awarded 4 marks.</p> <p>A range of variables have been considered; whilst much of the information has been taken from the resource (AO4), this is some partial explanation linked to the consequences of these methods – and a brief conclusion has been provided at the end (AO3).</p>
Pronunciation	
Slide 75	<p>In addition to all of the exam materials for 2018-2021, the Sample Assessment materials, a set of Specimen Papers and bespoke support materials targeting specific</p>



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	types of learner and specific components of the specification, Edexcel offers a large range of free qualification support for teachers; a selection of these CPD opportunities are listed on this slide.
Pronunciation	
Slide 76	Our free network events are an opportunity for colleagues teaching the Pearson Edexcel GCSE (9-1) Geography A specification to discuss new ideas and share best practice with our geography specialists and colleagues from other schools. To find out more, click on the link on this slide.
Pronunciation	
Slide 77	Jon Wolton is our specialist Geography Subject Advisor, and his contact details are on-screen now. Please do not hesitate to contact Jon if you have any further questions about GCSE Geography
Pronunciation	
Slide 78	Pearson Edexcel has also produced a range of resource to support the delivery of this qualification – for example the course-specific student textbook.
Pronunciation	
Slide 79	There is also a range of endorsed resources available to support teachers in the planning and delivery of this qualification – several of these are shown on this slide.
Pronunciation	
Slide 80	This now brings us to the end of this training session. Thank you again for setting aside time today to participate in the event; I do hope that you have found it helpful and that it provided you with a good understanding about the requirements and workings of this qualification. Take care and enjoy the rest of your day. Bye for now.