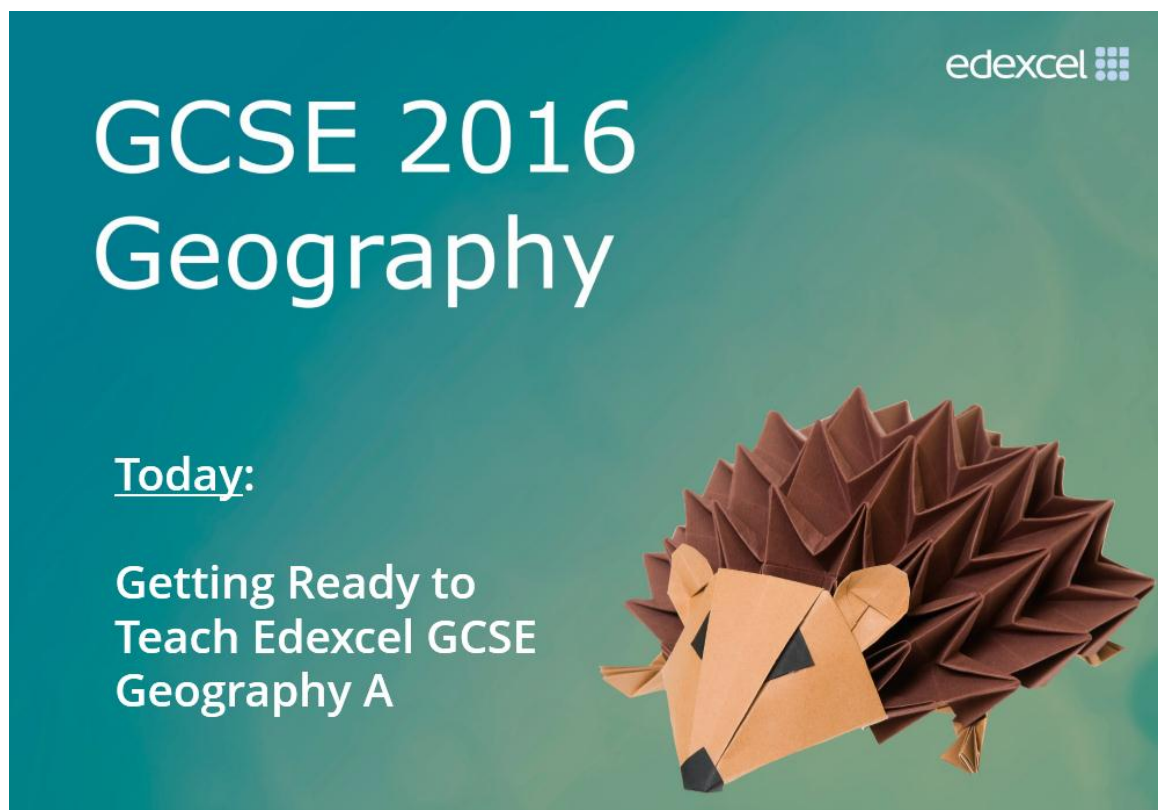



Getting Ready to Teach the new Edexcel GCSE (9-1) Geography A specification

DELEGATE BOOKLET



edexcel 

GCSE 2016 Geography

Today:
Getting Ready to
Teach Edexcel GCSE
Geography A

About this event

Course Title:

Getting Ready to Teach the new Edexcel GCSE (9-1) Geography A specification

Course Code:

15GBAG04

Agenda

10:00 - Overview of content and assessment

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

[Break]

11:00 - Approaches to delivering the course over 2 or 3 years

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

[Lunch]

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

14:15 - Understanding the new GCSE assessment requirements

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

15:20 - Your questions and further support

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

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

Learn more at qualifications.pearson.com

For reference:

Geography A: Geographical Themes and Challenges			
	The Physical Environment	The Human Environment	Geographical Investigations
Content overview	<p>Changing landscapes of the UK</p> <ul style="list-style-type: none"> Choice of 2 studies from: coastal, river <u>or</u> glacial <p>Weather hazards and climate change</p> <ul style="list-style-type: none"> Tropical cyclones Drought <p>Ecosystems, biodiversity and management</p> <ul style="list-style-type: none"> Tropical rainforests Deciduous woodlands 	<p>Changing cities</p> <ul style="list-style-type: none"> Case study of a major UK city Case study of a megacity in a developing <u>or</u> emerging country <p>Global development</p> <ul style="list-style-type: none"> Case study of a developing <u>or</u> emerging country <p>Resource management</p> <ul style="list-style-type: none"> Choice of 1 study from: energy <u>or</u> water 	<p>Fieldwork</p> <ul style="list-style-type: none"> Physical: rivers <u>or</u> coasts Human: urban <u>or</u> rural <p>UK Challenges</p> <p>A synoptic study relating to 4 key challenges facing the UK:</p> <ol style="list-style-type: none"> Resource consumption Settlement, population and the economy Conservation and flood risk Climate change
Assessment overview	37.5%; 94 marks 1 hour 30 minutes exam	37.5%; 94 marks 1 hour 30 minutes exam	25%; 64 marks 1 hour 30 minutes exam

Planning

Free support

- GCSE Geography 'Getting Started' Guides
- Editable 2 year and 3 year course planners
- Mapping guides comparing the 2012 and 2016 specifications
- Editable schemes of work for every topic
- Topic booklet for every topic

Published resources

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

Assessment

Free support

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

Teaching

Free support

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

Published resources

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

Published resources

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

Activity 1 – Support Share

Purpose:

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

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

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

On three separate post-it notes write down:

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

Activity 2 – Skills Audit

Purpose:

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

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

Which geographical skills (refer to pages 32 and 33 in the specification) are you more/less confident at delivering within a scheme of learning?

On three separate post-it notes write down:

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

For reference (p.42 of the specification):

Appendix 2: Definitions

Terms used in this specification and their definition.












Term	Definition
Developing country	Country with low human development (LHD), a poor country
Emerging country	Country with high and medium human development (HMHD), recently emerging country
Developed country	Country with very high human development (VHHD)
Megacity	Urban area with a population of over 10 million
Major city	City with a population of at least 200,000 inhabitants

Activity – Which case studies or located examples would you choose?

Purpose:

- To identify common case study choices
- To consider what teaching resources can be used with the new specification or where more teaching resources may be required

For this activity, you may want to annotate the diagram below:

	UK	developed	emerging	developing
Topic 1 – Changing landscapes of the UK	 			
Topic 2 – Weather hazards and climate change		 	+	  <u>or</u>  
Topic 3 – Ecosystems, biodiversity and management				
Topic 4 - Changing cities	Case study		Case study <u>or</u> Case study	
Topic 5 – Global development			Case study <u>or</u> Case study	
Topic 6 – Resource management				

Activity 4 – Planning your course?

Purpose:

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

Look at copies of the 2-year and 3-year planners, digest and discuss in small groups/pairs, and then feedback on the following questions:

- Which model would best suit your learners?
- Which model would best suit you and your colleagues?
- What are the strengths and weakness of your preferred model?
- What further support would you need to deliver your preferred model?

Activity 5 – Reviewing current teaching of climate and climate change

Purpose:

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

Look at pages 12 and 13 in the specification. What do your students find difficult when studying:

- Climate?
- Climate Change?

Activity 6 – Reviewing current teaching of development

Purpose:

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

Look at pages 20 and 21 in the specification. What do your students find difficult when studying:

- Development?
- Globalisation?

Activity 7 – What was the last fieldwork experience you led?

Purpose:

- To reflect on a recent fieldwork experience.
-

For this activity find someone to tell about your last fieldwork experience.....

- *When did you go?*
 - *Where did you go?*
 - *Why did you go?*
 - *What did you do?*
 - *What did the learners do?*
 - *Who did you take?*
 - *What happened?*
 - *What did they learn?*
 - *What did they find out?*
 - *Who planned it?*
-
- Was it the type of fieldwork you WANT to do?

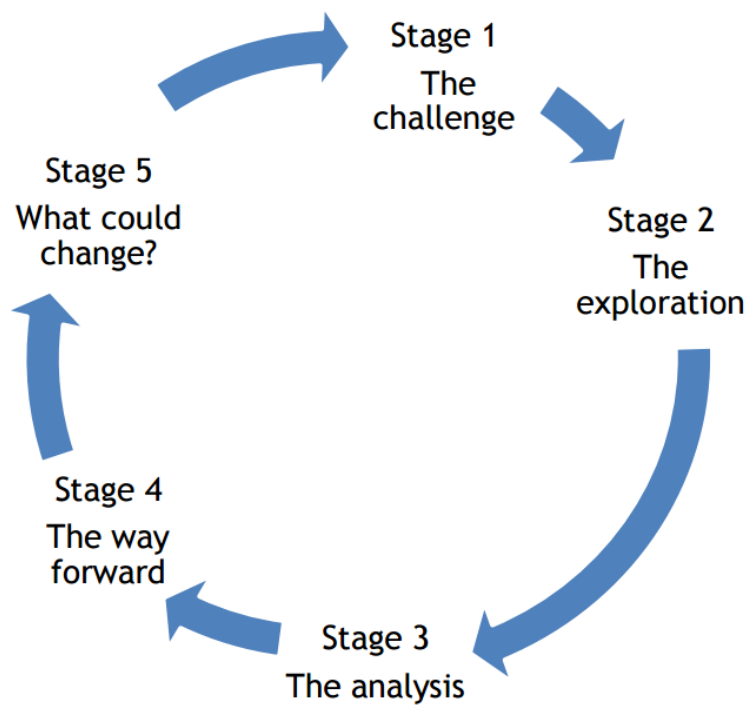
Activity 8 – High Quality Fieldwork? - A Learning Journey

Purpose:

- To apply the enquiry approach model of fieldwork to a recent fieldwork experience.

Think back to the example of fieldwork you talked about at the start....

- What aspects of this model enhanced the fieldwork?
- How might you change the experience to better cover these stages?



Activity 9 – Creating the spiral

Purpose:

- To apply the enquiry approach model of fieldwork to your next GCSE Geography fieldwork experience.

- Do you think you will use this approach with your students?
 - If yes, what will you do differently?
 - If not, why wouldn't you use such an approach?
- How are you going to take what you have learnt in this session forward into your teaching?
- What will be different about your next fieldwork visit compared to your last?

For reference (p.27-29 of the specification, p.118-133 of the SAMs):

Section A (either Question 1 or 2) – Physical Fieldwork

- Questions 1a-1d and 2a-2d = **structured** questions assessing application of fieldwork understanding, use of skills and ability to communicate findings to **unfamiliar** fieldwork data
(1,1,3,1,2,2 marks, AO3 and AO4)
- Questions 1(e) and 2(e) = **extended response** questions assessing application of fieldwork understanding and skills from **familiar** fieldwork experience.
(8 marks, AO3 and AO4)

Section B (either Question 3 or 4) – Human Fieldwork

- Questions 3a-3c and 4a-4c = **structured** questions assessing application of understanding and skills from **familiar** fieldwork experience
(3,3,4 marks, AO3 and AO4)
- Questions 3(d) and 4(d) = **extended response** questions assessing application of fieldwork understanding, use of fieldwork skills and ability to communicate findings to **unfamiliar** fieldwork data
(8 marks, AO3 and AO4)

Activity 11 – Implications for fieldwork

Purpose:

- To consider how the new fieldwork requirements and assessment will impact on future fieldwork plans.
-

Discussion

- What are the implications for your fieldwork with students of the types of exam questions that you have seen?
- How will you follow up each fieldwork visit?
- What will students need to have done in order to be able to handle the kinds of questions that you've seen so far?
- How can you best prepare students for the exam?

Activity 11 – The UK Challenges Question

Purpose:

- To consider the extended response synoptic question in Paper 3

Assessment activity – Using the resource booklet on p.143-146

- Q What are the main deductions to be made using figures 5a → 5c?
- Q What areas of the spec A subject content relate to this question?

PERSONAL LEARNING

Things to do:

-
-
-
-
-

Things to avoid doing:

- -
 -
 -
 -
-

Your ideas: