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Edexcel GCSE Geography breakout session
PiXL Geography Conference
22nd November 2017

Activity 1a – AO4 skills practice

Share and Discussion

- Can you tease the AO4 information from the photograph on slide 13?

Review Activity 1b – Developing AO3 and AO4 competencies

Developing competency in the skills sequence.

AO3 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements”.

Analysis	<p><i>‘Pick the information apart’</i></p> <ul style="list-style-type: none"> •Cliff retreat is less where the groynes are, more south of the Terminal groyne •200m of erosion 1854-1978 = 1.6m per year •120m of erosion 1978-2005 = 4.4 m per year •Erosion has stopped north of the groynes since 1952 	
Interpretation	<p><i>‘Come up with some explanations’</i></p> <ul style="list-style-type: none"> •Coastal management appears to have altered the shape of the coastline •Creates areas of ceased and increased erosion rates •Interference with longshore drift 	
Evaluation	<p><i>‘Make evidenced judgements’</i></p> <ul style="list-style-type: none"> •Groynes effectively prevent erosion •The Terminal groyne has increased erosion rates to the south by over 2m per year •Might raise issues of ‘fairness’ 	

A section of the coast at Hornsea, East Yorkshire, showing cliff position since 1854

This competency is especially relevant to these kinds of questions (taken from the SAMs Specification A and SAMs Specification B):.



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Examine how physical processes work together in the formation of the spit shown in Figure 2.	(8)
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Assess the costs and benefits of future increases in spending on flood defences in the UK.	(8)
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Analysis	<i>'Pick the information apart'</i>
Interpretation	<i>'Come up with some explanations'</i>
Evaluation	<i>'Make evidenced judgements'</i>



Activity 1c – Reviewing student responses – extended writing

Reviewing responses – pre-marked and with commentary

- Select Specification A or B responses, they are both in the pack. Use this as an opportunity to consider both the mark scheme and comments in the context of the response(s) given
- What advice would you give the student(s) to help them improve their answers?
- How do you feel about scaffolding or modelling a response?

Specification A, SAMs Paper 2, Question 2f

(f) Assess the social and economic impacts of private investment by TNCs in a named developing/emerging country.

(8)

Named country

Mark scheme

Level	Mark	Descriptor
	0	No acceptable response.
Level 1	1-3	<ul style="list-style-type: none"> ▪ Demonstrates isolated elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2) ▪ Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3)
Level 2	4-6	<ul style="list-style-type: none"> ▪ Demonstrates elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2) ▪ Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7-8	<ul style="list-style-type: none"> ▪ 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)



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Indicative content

Question number	Indicative content
2(f)	<p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>AO2</p> <ul style="list-style-type: none">• There has been a growth in private investment by TNCs into developing/emerging countries.• This growth is a result of TNCs being attracted by cheap supplies of raw materials, cheap workers, good transport links and infrastructure, proximity to markets and favourable government policies that sometimes offer incentives to TNCs to locate in their country.• Positive social and economic impacts of this growth include the provision of new jobs and skills for local people, local/national economy is improved, sharing of ideas, e.g. in terms of the production of goods or the organisation and management of industry.• Negative social and economic impacts of this growth could include the idea of 'exploitation' workers.• Understanding the impacts of changes to economic sectors can benefit a country can have positive and negative impacts on people and the economy.• Social/economic positive impacts are likely to be linked to increased wages/standard of living and the growth of a consumer society.• Social/economic negative impacts are likely to be linked to workers being exploited – low pay – long working hours – poor working conditions. <p>AO3</p> <ul style="list-style-type: none">• Growth in private investment by TNCs will often result in a combination of positive and negative impacts for people and the economy.• Impacts are inter-related, e.g. new jobs are created, which increases disposable income and consumer spending/this contributes to a positive multiplier effect on a larger scale for goods and services, e.g. improved infrastructure, better education etc.; TNCs exploit cheap labour, which means that workers are often badly paid, they are footloose and move out of a country at any point, which creates economic uncertainty for the host country.• Positive impacts can be short term and longer term and can impact on different groups of people. For example, in the short term, jobs are created for locals which, in the longer term, could provide them with the skills to set up their own business. Also, short term improvements in the economy may facilitate the reinvestment of money into education, health and infrastructure.• The negative impacts can also affect different groups of people over different timescales. For example, in the short term, labourers may

Question number	Indicative content
	experience low wages and a poor working environment (as the TNC wants to maximise profit), but in the longer term, a country may become reliant on a particular TNC – which is not sustainable.



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Specification B, SAMs Paper 1, Question 1f

- (f) 'The causes of past climate change and current global warming are different'.
Assess this statement.

(8)

Mark scheme

Level	Mark	Descriptor
	0	<ul style="list-style-type: none">No acceptable response
Level 1	1-3	<ul style="list-style-type: none">Demonstrates isolated elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2)Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
Level 2	4-6	<ul style="list-style-type: none">Demonstrates elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2)Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7-8	<ul style="list-style-type: none">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)



Indicative content

Question	Indicative content
1(f)	<p data-bbox="651 465 1059 495" style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p data-bbox="408 533 1283 622">Expect different natural causes (volcanic eruptions, asteroid strikes, solar variations, orbital geometry) to be identified with comments on their respective timescales.</p> <p data-bbox="408 667 603 696">AO2 (4 marks)</p> <ul data-bbox="453 696 1283 1077" style="list-style-type: none">• Global warming is caused by rising of greenhouse gases (human activities; burning fossil fuels, deforestation).• Details of enhanced greenhouse effect; greenhouse gases (CO₂, methane), incoming and outgoing radiation.• Causes of global warming, e.g. human activities and their gases.• Volcanic eruptions causing climate cooling, e.g. ash and gases blocking incoming solar radiation.• Sun spot activity causes both warming and cooling, details of 11-year sun spot cycle and longer trends.• Orbital changes have different elements – shape of orbit, axial tilt, ‘wobble’ on axis – all operating together, on very long timescales (major cycle is 100,000 years). <p data-bbox="408 1122 612 1151">AO3 (4 marks).</p> <ul data-bbox="453 1151 1299 1895" style="list-style-type: none">• Natural vs human causes, e.g. past natural causes were not manageable, whereas current human causes are theoretically manageable.• Judgement about differences in causes, e.g. natural in the past and the addition of human in the present.• Recognition of similarities and continuation of natural causes in the present day.• Significance of CO₂ in causing global warming and as measured in ice cores linked to past climate change.• Judgement about timescale differences, e.g. limited significance of volcanic eruptions and sun spot variation versus long-term orbital changes and present atmospheric composition changes.• Impacts from volcanic events can be short term but occur frequently; the cooling is minor (less than 1°C/a year or two) but may be compared to large-scale events (e.g. supervolcano eruptions) triggering ‘nuclear winters’ (also true of asteroid collisions).• Orbital changes, although slow, are the main factor behind glacial/interglacial cycles – so they could be seen as the most significant in terms of magnitude and continue into the present day.• Possibility of mechanisms operating in conjunction with one another and/or in opposing directions.



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Specification B, Paper 1, Question 2f

(f) For a named emerging country, assess how far economic growth has had a positive impact on its population.

(12)

Mark scheme

Level	Mark	Descriptor
	0	<ul style="list-style-type: none">No acceptable response
Level 1	1-3	<ul style="list-style-type: none">Demonstrates isolated elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2)Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
Level 2	4-6	<ul style="list-style-type: none">Demonstrates elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2)Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7-8	<ul style="list-style-type: none">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)



Indicative content

Question number	Indicative content
2*(f)	<p style="text-align: center;">AO2 (4 marks)/AO3 (4 marks)</p> <p>A02</p> <ul style="list-style-type: none">▪ Rapid economic change will involve both changes to the structure of the economy and changes to its regional geography, as well as a growing GDP.▪ Rural-urban migration is a consequence of the changing structure of the economy.▪ There are significant changes to the population data as a consequence of these changes being unevenly spread across society.▪ In many emerging economies there have been rising inequalities of income.▪ Impacts will be both positive and negative, with some groups benefiting both economically and socially but others not, especially the urban poor and landless rural populations.▪ Environmental impacts also affect human health unevenly. <p>A03</p> <ul style="list-style-type: none">▪ In many emerging societies a powerful elite run the country and have profited from its development and from their relationship with both foreign governments and foreign TNCs.▪ Improvements in infrastructure and higher government spending have improved levels of health and education for this group and an emerging middle class, often in the major cities.▪ There are clearly rural groups who are not currently benefiting from rapid economic change because they lose their land as agriculture becomes more commercial.▪ Urban economies provide only a limited number of relatively well-paid industrial jobs so many new city dwellers are forced into the informal economy.▪ As a result, high rates of mortality are common in both squatter settlements and shanty towns, and in rural communities.▪ Long-term development might lead to the increased growth of a middle class with benefits spreading more widely as a consequence.



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Marks for SPGST		
Performance	Marks	Descriptor
SPaG 0	0	<i>No marks awarded</i> <ul style="list-style-type: none">• Learners write nothing.• Learner's response does not relate to the question.• Learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
SPaG 1	1	<i>Threshold performance</i> <ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy.• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall.• Learners use a limited range of specialist terms as appropriate.
SPaG 2	2-3	<i>Intermediate performance</i> <ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy.• Learners use rules of grammar with general control of meaning overall.• Learners use a good range of specialist terms as appropriate.
SPaG 3	4	<i>High performance</i> <ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy.• Learners use rules of grammar with effective control of meaning overall.• Learners use a wide range of specialist terms as appropriate.