

GCSE (9-1) Geography B

New to Edexcel



1GB0-2001

Aims of today's event

Today's session is targeted at anyone who:

- is interested!
- is new to teaching – or is perhaps a 'returner'
- is new to this specification, perhaps transferring from another
- would like a 'refresher' on Pearson Edexcel's 2016 GCSE Geography specification B
- is a non-geographer who is teaching GCSE Geography, and who wishes to receive guidance in teaching the specification.



Agenda

- **16.00 – Introduction, Aims and Getting to know you**
- **16:05 – Session 1**
Overview of the GCSE Geography B content and assessment
- **16:20 – Session 2**
Approaches to delivering the course
- **16:50 - Session 3**
Understanding the Assessment Objectives and why they matter
- **17:10 – Session 4**
Lessons from the examination papers
- **17:20 – Session 5**
Marking activity – how assessment works in practice
- **17:50 – Session 5**
Plenary and supporting you in teaching the specification

First, getting to know you

- Four polls to help your presenter get to know you

Session 1:

Overview of the GCSE Geography B content and assessment





Key features of GCSE Geography B

- An issues-based approach specification
- Papers 1 and 2 include physical, human and environmental topics at different scales
- Fieldwork is assessed in Paper 2
- Paper 3 is a decision-making paper that involves investigating people-environment issues.
- Specification clearly sets out what you need to teach
- Clear requirements for understanding case studies and located examples
- Assessments that give every student a chance to succeed



Timing GCSE Geography B

- Like all GCSE specifications, GCSE Geography B is planned for 120 hours contact time over a two-year course (60 weeks x 2 hours per week – 36 in Year 1, 24 in Year 2)
- Some schools elect to teach the specification over more than two years, though this is not necessary
- Topics vary in their required timing, depending upon the number of Key Ideas in each Topic (see next slide)



Overview of GCSE Geography B

Geography B: Investigating Geographical Issues

	Global Geographical Issues	UK Geographical Issues	People and Environment Issues – Making Geographical Decisions
Content overview	<p>Topic 1 Hazardous Earth</p> <ul style="list-style-type: none">• tectonic hazard• tropical storms <p>(9 Key Ideas)</p> <p>Topic 2 Development dynamics (7 KIs)</p> <ul style="list-style-type: none">• case study of an emerging country <p>Topic 3 Challenges of an urbanising world (7 KIs)</p> <ul style="list-style-type: none">• case study of a megacity in a developing / emerging country	<p>Topic 4 The UK's evolving physical landscape (8 KIs)</p> <ul style="list-style-type: none">• coastal change & conflict• river processes & pressures <p>Topic 5 The UK's evolving human landscape (8 KIs)</p> <ul style="list-style-type: none">• case study of a dynamic UK city. <p>Topic 6 Geographical investigations – fieldwork (18 hours)</p> <ul style="list-style-type: none">• Physical: rivers or coasts• Human: urban or rural	<p>Topic 7 People and the biosphere (global biomes and their use) (2 KIs)</p> <p>Topic 8 Forests under threat (tropical rainforest and taiga) (6 KIs)</p> <p>Topic 9 Consuming Energy Resources (6 KIs)</p> <p>A decision-making exercise that draws across the three topics of study and students' conceptual knowledge and understanding from the full course of study.</p>



Assessment at a glance

Content	Total mks	Time (mins)	Max mark tariff
PAPER 1: Global Geographical Issues (37.5% weighting)			
Section A (Topic 1): Hazardous Earth	30	30	1 x 8 marks
Section B (Topic 2): Development dynamics	34	30	1 x 8 marks + 4 SPaG
Section C (Topic 3): Challenges of an urbanising world	30	30	1 x 8 marks
PAPER 2: UK Geographical Issues (37.5% weighting)			
Section A (Topic 4): The UK's evolving physical landscape	31	25	1 x 8 marks
Section B (Topic 5): The UK's evolving human landscape	27	25	1 x 8 marks + 4 SPaG
Section C1 (Topic 6): Fieldwork (physical env'm)	18	20	1 x 8 marks
Section C2 Fieldwork (human environment)	18	20	1 x 8 marks
PAPER 3: People and Environment Issues – Making Geographical Decisions (MDG) (25% weighting)			
MGD (Topics 7-9): Sections A (biosphere), B (forests), C (energy) and D (decision)	64	60 plus 30 mins reading	1 x 12 marks + 4 SPaG

Session 2

Approaches to delivering the course





What to consider when planning

1. The design of the specification in helping you know what you have to teach
2. Geographical skills
3. Case studies / located examples
4. Fieldwork

1 How the Spec is designed

Each topic is driven by broad enquiry questions

Each key idea is 2 lessons' work (i.e. a week)

1-4 mark Qs likely to assess the detailed content

8-mark Qs are likely to focus on these ideas

Topic 1: Hazardous Earth

Enquiry question: How does the world's climate system function, why does it change and how can this be hazardous for people?

Key idea	Detailed content
1.1 The atmosphere operates as a global system which transfers heat around the Earth	<p>a. The global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.</p> <p>b. How global atmospheric circulation determines the location of arid (high pressure) and high rainfall (low pressure) areas. (1)</p>
1.2 Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years	<p>a. The natural causes of climate change and how they explain past climate change events: asteroid collisions, orbital changes, volcanic activity, variations in solar output.</p> <p>b. Evidence for natural climate change (ice cores, tree rings, historical sources) and how it is used to reconstruct glacial and interglacial climate during the Quaternary and UK climate since Roman times to the present day. (2)</p>
1.3 Global climate is now changing as a result of human activity, and there is uncertainty about future climates	<p>a. How human activities (industry, transport, energy, farming) produce greenhouse gases (carbon dioxide, methane) that cause the enhanced greenhouse effect leading to global warming.</p> <p>b. Evidence for how human activity is causing climate change (sea level rise and warming oceans, global temperature rise, declining Arctic ice, increased extreme weather events) and the possible consequences on people.</p> <p>c. The range of projections for global temperature change and sea level rise in the future, including physical process and human reasons for uncertainty about those projections. (3)</p>

Integrated skills:

- (1) Use and interpretation of climate graphs
- (2) Use and interpretation of line graphs/bar charts showing climate change
- (3) Use and interpretation of temperature and sea-level projection graphs to 2100.

Unlike the old spec, there are **no command verbs** (e.g. compare or 'assess')

In your teaching you need to use these e.g. 1.3c ***“Assess the range of projections for global temperatures.....”*** because exam questions will use these verbs.

Skills are signposted within detailed content



Editable course planners

- 2- and 3-year editable course planners

Course planner



GCSE Geography B editable 2 year course planner

(DOC 314.0 KB)



GCSE Geography B editable 3 year course planner

(DOC 416.0 KB)



2. Geographical skills

Students are required to develop a range of geographical skills, throughout their course of study:

- Atlas and map skills
- Graphical skills
- Data and information research skills
- Investigative skills
- Maths and Statistics skills:
 - Cartographical skills
 - Graphical skills
 - Numerical skills
 - Statistical skills

The full list of geographical skills is provided on pages 37-38 of the specification.

These skills may be assessed across any of the examined papers.



Integrating geographical skills

Topic 7: People and the biosphere

Overview of global biomes and the importance of the biosphere	
Enquiry question: Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?	
Key idea	Detailed content
7.1 The Earth is home to a number of very large ecosystems (biomes) the distribution of which is affected by climate and other factors	a. How the global distribution and characteristics of major biomes (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra) are influenced by climate (temperature, precipitation, sunshine hours). (1) (2)
	b. Local factors (altitude, rock and soil type, drainage) can alter the biome distribution locally and how the biotic (flora, fauna) and abiotic (soils, rock, water, atmosphere) components of biomes interact.
7.2 The biosphere is a vital life-support system for people as it provides both goods and services	a. How the biosphere provides resources for indigenous and local people (food, medicine, building materials and fuel resources) but is also increasingly exploited commercially for energy, water and mineral resources.
	b. How the biosphere regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle, providing globally important services.
	c. The global and regional trends increasing demand for food, energy and water resources (population growth, rising affluence, urbanisation and industrialisation) and theories on the relationships between population and resources (Malthus and Boserup). (3)
Integrated skills: (1) Comparing climate graphs for different biomes (2) Use of world maps to show the location of global biomes (3) Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available resources.	



3a. Case studies

All students must study **3 in-depth case studies**:

- Case study of **development in an emerging country** (2.4-2.7 – 4 Key Ideas)
- Case study of **a megacity in an emerging/developing country** (3.4-3.7 – 4 Key Ideas)
- Case study of how **a dynamic UK city** is changing (5.3-5.7 – 5 Key Ideas)

Case Study

Enquiry question: Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country*?

To be studied in the context of ONE megacity in a developing or emerging country.

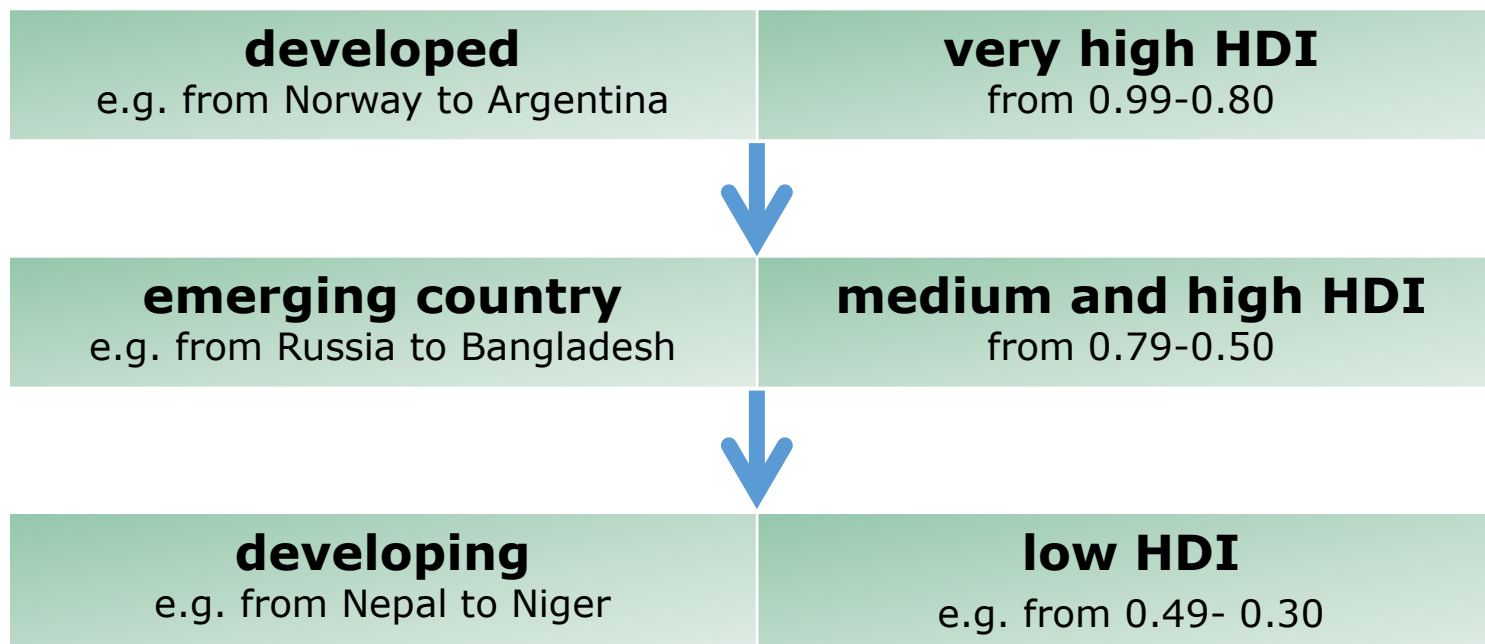
Key idea	Detailed content
3.4 The location and context of the chosen megacity influences its growth, function and structure	a. Significance of site, situation and connectivity of the megacity in a national (environmental and cultural), regional and global context.
	b. The megacity's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.
3.5 The megacity in the chosen country is growing rapidly	a. Reasons for past and present trends in population growth (rates of natural increase, national and international migration, economic investment and growth) for the megacity.
	b. How population growth has affected the pattern of spatial growth and changing urban functions and land use. (3)



Development categories

- Broad definition of development using Human Development Index
- Consistent terminology across GCSEs, AS and A level
- We provide a stable list (UN Development Programme website)

<http://hdr.undp.org/en/content/table-1-human-development-index-and-its-components>






3b. Located examples

Also, throughout the content there are **located examples** from developing, emerging and/or developed countries that need to be taught









Where a located example should be taught, a  symbol is used in the spec content

4.7 River landscapes are influenced by human activity interacting with physical processes (13)	<p>a. How human activities (urbanisation, land-use change, deforestation) change river landscapes which alter storm hydrographs. (17)</p> <p>b. How the interaction of physical and human processes is causing river flooding on one named river , including the significance of its location.</p>
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Typically, one 'globe' in one section of detailed content
Implies you should spend one lesson on this



Required examples and case studies

	UK	Developed	Emerging	Developing
Topic 1 - Hazardous Earth (cyclone & volc or earthquake)		 	and  	or  
Topic 2 – Development Dynamics			Case study	
Topic 3 - Challenges of an urbanising world			Case study	or Case study
Topic 4 - UK's evolving physical landscape (coastal landscape & flood)	 			
Topic 5 - UK's evolving human landscape	Case study of a major UK city			



Case studies/located examples

	UK	Developed	Emerging	Developing	
Topic 1 - 1.6 and 1.9 Management of tropical storms and earthquake or volcanic hazards		<ul style="list-style-type: none">• USA• Japan	+ either	<ul style="list-style-type: none">• China• India• Mexico• Philippines• Bangladesh	<ul style="list-style-type: none">• Haiti• Nepal• Pakistan
Topic 2 – 2.4-2.7 How is ONE of the world’s emerging countries managing to develop?				<ul style="list-style-type: none">• China• India• Mexico• Philippines• Bangladesh	
Topic 3 – 3.4-3.7 Why does quality of life vary so much within ONE emerging /developing megacity? (Mega-city means 10m+ pop)				<ul style="list-style-type: none">• Shanghai• Mumbai• Manila• Mexico• Dhaka	<ul style="list-style-type: none">• Karachi• Lagos• Kinshasa
Topic 4 - 4.4 and 4.7 named changing coastline; named river flood		<ul style="list-style-type: none">• Holderness• Severn			
Topic 5 – 5.3-5.8 How is ONE major* UK city changing? *a major UK city is those with a population of over 200,000		<ul style="list-style-type: none">• London• Birmingham• Leeds• Manchester• Sheffield			

Using located examples in the exam 1

Sample Assessment 2 Paper 2 exemplar question

Question 3b For a named river, explain why it floods (4 marks)

No mark for naming the river but it creates the opportunity for all 4 marks

This is an example of a 4x1-mark 'chain of reasoning' question – A leads to B, leads to C etc

(4)

Named river..... River Tyne

~~One reason~~ The Tyne floods due to increased discharge. This is caused by long periods of rain, which increase the amount of water entering the river from overland flow and groundwater and directly falling into the river, if there's too much water, the water level rises too high over its banks.

Rainfall is identified as the cause (1) affecting discharge (1); the ideas of overland flow and groundwater are understood (1) and the student explains impacts on bankfull conditions (1).

Using located examples in the exam 2

Sample Assessment 2 Paper 2 exemplar question

Question 6b For a UK city that you have studied, explain why regeneration has had both positive and negative effects on people. (4 marks)

Note that the question specifies positive **and** negative – so it's 2 x 2 marks

Named city Newcastle Upon Tyne (4)

A recent regeneration project has been the
Ouseburn, near Byker, a very deprived inner city ward.
It has become a hub for art and culture ✓ in
the city and has attracted sustainable investment ✓
However, many local residents can't afford ✓
to live here ✓ and feel like money should
be invested in more deprived areas rather than
in quite well off places ✓

Positive effect identified (1) with extended statement about investment (1); the downside of affordability is explained (1) with extended statement about failure to solve deprivation (1).




4. Fieldwork

- Assessed in Paper 2
- Ideally, it helps to carry out fieldwork at the same time as delivering core topic content – reinforcing classroom learning
- Students must carry out two investigations in Topic 6, one linked to Topic 4 (physical) and the second to Topic 5 (human)
- Time spent – two days on fieldwork plus 18 hours (9 weeks) in class
- Many carry out fieldwork in June of Year 10, but several teachers prefer Year 11, closer to the exam

Important in planning fieldwork!

In the examination in any given year, students will be assessed on **at least two** of the six enquiry stages below, **across both** their investigations:

Stage in the enquiry process	Description
1 	Understanding of the kinds of question capable of being investigated through fieldwork and an understanding of the geographical enquiry processes appropriate to investigate them.
2	Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.
3	Processing and presenting fieldwork data in various ways, including maps, GIS, graphs and diagrams (hand-drawn and computer-generated).
4	Analysing and explaining data collected in the field, using knowledge of relevant geographical case studies and theories.
5	Drawing evidenced conclusions and summaries from fieldwork transcripts and data.
6	Reflecting critically on fieldwork data, methods used, conclusions drawn and knowledge gained.

Easily overlooked!



Fieldwork requirements

Investigating river processes and pressures

Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river in the UK.

Fieldwork and research	General focus of fieldwork
1. Formulating enquiry questions	Students must have an opportunity to develop understanding of the kinds of questions capable of being investigated through fieldwork in river environments. Students must have an opportunity to develop a question(s) based on their location and the task.
2. Selecting fieldwork methods	Fieldwork data collection must include at least: <ul style="list-style-type: none">• one quantitative fieldwork method to measure changes in river channel characteristics• one qualitative fieldwork method to collect data on factors that might influence flood risk.
3. Secondary data sources	<ul style="list-style-type: none">• A flood risk map e.g. Environmental Agency Flood Risk map• One other source chosen by the centre.

Session 3:

Understanding the Assessment Objectives – and why they matter





Assessment Objectives

AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.	15%
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none">• concepts and how they are used in relation to places, environments and processes;• the interrelationships between places, environments and processes.	25%
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements . Fieldwork 10%	35%
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. Fieldwork 5%	25%



Assessment Objectives

Paper	Assessment Objectives				Total
	AO1%	AO2%	AO3%	AO4%	
1: Global Geographical Issues	7.5	13.7	8.7	7.5	37.5%
2: UK Geographical Issues	5	7.5	14.2	10.8	37.5%
3: People and Environmental Issues – MGD	2.5	3.8	12.1	6.7	25%
Total for GCSE	15%	25%	35%	25%	100%

So there's a unique 'flavour' about each Paper that makes it different from the others



Question types

- Multiple choice questions
- Short open response
- Open response
- Calculation
- Extended open response



Command words: point marked Pearson Edexcel

(1- 4 marks)

Command Word	Definition
Identify / State / Name	Recall or select one or more pieces of information.
Define	State the meaning of a term.
Calculate	Produce a numerical answer, showing relevant working.
Draw/plot	Create a graphical representation of geographical information.
Label	Add a label/labels to a given resource, graphic or image.
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.
Compare	Find similarities and differences of two elements given in a question. Each response must relate to both elements, and must include a statement of their similarity/difference.
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.
Suggest	Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.



Command words: levels marked (8- & 12-mark questions)

Command Word	Definition
Assess	Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.
Evaluate	Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.
Select....and Justify	Select one option from those given and justify the choice, drawing across the resources provided and knowledge/understanding. The justification should include consideration of the alternative options in order to provide a supported argument in favour of the chosen option.



Command words by mark tariff

Mark tariff	1	2	3	4	8	12
Identify/State/Name	*					
Define	*					
Calculate	*	*				
Label	*	*				
Draw		*	*			
Compare			*			
Describe		*	*			
Explain		*	*	*		
Suggest		*	*	*		
Assess					*	
Evaluate					*	
Select and justify						*



Extended writing and Level-based Mark Schemes

	Total	A02	A03	A04
Paper 1				
Assess/Evaluate <i>No stimulus material; these assess a student's geographical understanding and their ability to apply this / support an argument</i>	8	4	4	
Paper 2				
Assess/Evaluate resource (Section A & B) or Fieldwork (Sections C and D) <i>Linked to a resource in a question or in the context of a fieldwork item</i>	8		4	4
Paper 3				
Assess/Evaluate with resource	8		4	4
MGD Select and justify	12	4	4	4

8-mark 'assess' and evaluate questions'

- The mark scheme levels are also divided up into AOs
- The levels descriptors are **generic** – used for **all** 8-mark AO2/3 Qs
- There are separate sets of descriptors for AO3/4 Qs
- While the indicative content can change depending on the topic or question, the levels do not – they will be the same each year
- They provide a checklist of what is required to get into each level

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 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)

Session 4:

The Lessons of the Examination Papers





Global Geographical Issues

Paper 1: Topics 1, 2 & 3

- Students struggle with quite basic climate and meteorological processes but do much better on tectonics.
- Development (and how it might be measured) needs very careful attention – it's complex, but can pay dividends both on this paper and on Paper 3
- Case-study knowledge helps students develop their answers and is especially important on this paper with its two sub-sections in Topics 2 and 3 and the examples in Topic 1 to cover hazard management
- 'Explain' questions dominate this paper with slightly less 'assessment', thus delivering a slightly higher mean mark



UK Geographical Issues

Paper 2: Topics 4, 5 & 6

- Geology is a weakness for some students – a basic outline is useful both in this small section of the specification, but also in preparation for the 8 mark ‘Assess’ questions that used resources in 2019 (AO3 & 4).
- Locational detail helps a great deal in Topic 5 as well as a good grounding in urban geography – remember that the topic is focussed on urban change and not simply a description of various aspects of the human geography of the UK and one of its major cities.
- Fieldwork: do ensure that students are aware of what they have done; this is the only paper of the three with optionality and too many are making rubric errors.



Making Geographical Decisions

Paper 3: Topics 7, 8 & 9

- Topics 7, 8 and 9 provide the basis for making geographical decisions (MGD) in Paper 3 – the only place where they will be examined.
- Topic 7 provides the theoretical and factual background (worth developing) whilst Topics 8 and 9 provide biome, locational context, and resources / economic activity
- Good background knowledge is important including an understanding of theories governing the relationship between population and resources and the challenging definition of sustainability.

Session 5

Questions and Answers – how the assessment works in practice





Reviewing questions and mark schemes

- We will look at a selection of candidate responses across all 3 Papers from June 2019.
- **Exemplar answers 1 and 2.** Two examples of answers to 'Explain' questions for 4 marks.
- **Exemplar answers 3 to 8.** These are 8- and 12-mark 'Assess/Justify' exemplars – including 2 for 1GB0/01, 2 from 1GB0/02 and 2 from 1GB0/03. Some have 4 extra SPaG marks attached
- 8-mark questions fall into two groups – those without a resource (Paper 1 – assessing AO2 and 3) and those with (Papers 2 and 3 – assessing AO3 and 4)
- For Exemplars 1-6, mark schemes are printed on the Activity document. If you wish, you can refer to Papers and Mark schemes – **especially** the Resource Booklet for Paper 3 (Examples 7 and 8) – which are in the delegate folder.



Example 1 – Paper 1 Q2f

- Answer 1 flags up the two impacts clearly. The first identifies young girls and the process related to globalisation is explained, so 2 marks here. The second is less usual but again identifies a particular age group and identifies a process (though it is less clear how exactly this follows from globalisation). Nonetheless it is enough for 2 marks. So, 4 marks in total.
- Answer 2 is certainly focussed on globalisation and describes a well-known impact. However the answer simply ignores the instruction to identify particular age-groups so it scores 0.



Example 2 – Paper 2 Q3c

- Answer 1 only identifies one difference; that is river velocity. That is marginal to landscape but there are references to channel roughness which are indeed part of the landscape, albeit a rather narrow one. There is a basic point that is extended, so **2 marks**.
- Answer 2 is focused throughout. The student uses a sensible device of ‘Firstly..’ and ‘Secondly..’ to highlight where one part of the answer begins and the other ends. The first half is stronger than the second because the focus of landscape in its proper sense is clearer but given that river channels are part of that landscape the second part is also worth both available marks – it is similar to Answer 2 in its focus. So, **4 marks** in total



Example 3 – Paper 1, Q1h

- **Level 2, 6 marks**
- This example illustrates two simple points. Firstly, although this is an issues-based specification both examples and case-studies are required in a number of areas.
- Good located knowledge would have been very helpful in elevating this answer to Level 3 because locational detail is, obviously enough, detailed.
- This response has virtually no locational detail or numeric data but it is well focused on the primary/secondary dichotomy.
- There are some curious confusions and errors in the last few lines (e.g. hurricanes as secondary effects of earthquakes) but positive marking is employed and silly mistakes cost nothing if there is compensatory merit elsewhere.



Example 4 – Paper 1, Q2g

- **Level 1 - 3 marks**
- In contrast with the last example, this answer has good local knowledge and some understanding of India's trade liberalisation since 1991. Once again there are obvious errors of fact (India's 'flat topography' and 'moderate climate') but this is not the main issue with this response.
- This answer has very little focus on the question asked because despite the statement that ends the answer there is, in fact, no significant reference to India's 'international role'.
- In all three papers a real effort is made to use specification wording in the questions and candidates need to be prepared accordingly.



Example 5 – Paper 2, Q4

- **Level 3 - 8 marks**
- This example comes from a candidate who achieved the equivalent of a Grade 9 on this paper. This answer is impressive but neither perfect nor comprehensive.
- Three of the questions on this paper are resource based in which students use AO4 skills to extract information from the resource and AO3 critical thinking skills to deconstruct this information and apply it to the questions asked.
- They have no prior knowledge of what that resource will be nor will they necessarily have much AO2 knowledge and understanding to fall back on as is the expectation in the Paper 1 examples.
- The candidate manipulates data, offers an overview and why some rocks are more likely to form uplands, although this isn't strong, has some idea.
- However, the candidate also offers other reasons to explain variations in topography including tectonics and differential weathering.



Example 6 – Paper 2, Q8b

- **Level 3 - 8 marks**
- Every year candidates will be challenged by one 8-mark question on their own fieldwork (familiar) which has no resource and one 8-mark question on an unfamiliar fieldwork scenario that does have a resource.
- This answer offers three aspects of the data collection methodology which is described in some detail, and initially seen to be as accurate as possible.
- Later in the answer they introduce the issue of timing and the challenge of the tide.
- The third element is the demographics of the beach population and the candidate explicitly if belatedly relates this to reliability.
- This is an excellent example of an answer which satisfies the level descriptors well and a reminder that none of these 8-mark questions are point-marked.



Example 7 – Paper 3, Q3e

- **Level 3 - 8 marks**
- This paper, like Paper 2, is heavily weighted towards questions that test skills of candidates in extracting information from resources and deconstructing them in order to address the questions asked.
- This question requires candidates to be aware of what might constitute a challenge. In this exemplar challenges are split into different categories which provides the framework for an answer that blends AO4 extraction of resource booklet information and AO3 commentary to assess these challenges.
- Blending together different elements of the resources, as this answer does, is a very effective approach to accessing Level 3 marks.
- Once again plausibility is the key here given that there is no expectation that candidates have any prior knowledge of this particular scenario although they have material from Topic 7,8 and 9 to fall back on.



Example 8 – Paper 3, Q4

- **Level 4 - 10 marks, plus 4 SPaG**
- This is a sound answer from a candidate who like many others is increasingly well-trained to answer these 'Justify your choice' questions.
- The AOs are 4 AO3 and 4AO4 **but also** 4 AO2 which is worth flagging up with some emphasis to students because it is often the weakest area of these responses.
- This answer has good AO4 using material selectively but accurately to reinforce points that justify their choice (AO3) but very little AO2 which impacts on the final mark. That could easily be done because they will have covered issues such as the impact on local communities, e.g. several mentioned the parallels with native Americans in Ecuador or the oil shale exploitation in Alberta.
- This answer is well structured and argues its case although there isn't enough counter-argument and a general lack of 'greyness' seeing this a very clear choice indeed, as is typical at those operating close to the low Level 3 boundary.



Examiner reports

- Final Words about assessment
- Using the Examiners' Reports

Session 6:

Plenary, and supporting
you in teaching the
specification





Free qualification support

- Student exemplars from summer 2019 with assessment commentary.
- Exam feedback from summer 2019 videos for all three exam papers.
- Detailed assessment guide for GCSE Geography B and a free KS4 baseline assessment.
- Getting Started guide and course planners for a two-year and three-year GCSE.
- Mapping guides for all exam board specifications.
- Schemes of work and topic packs for every topic.
- Support with embedding high quality fieldwork into teaching.
- GCSE Geography 'Maths for Geographers' guide.
- Mocks Marking training.
- Coming soon - GCSE Geography B Pace Yourself support pack.



GCSE Geography network events

- During autumn 2020, our free network events will allow you to discuss the teaching and learning of Geography with other teachers.
- To sign up to network event please visit: www.qualifications.pearson.com



Geography Subject Advisor

Sally Dodsley

Twitter: [@Edexcel_Geog](#)

[Email or live chat](#)

You can sign up for Sally's e-updates
by completing

This [online form](#)



We also have an online [community](#)
especially for Geography teachers



Published resources*

Student Books

- Comprehensive coverage of the specification, Edexcel endorsed.
- Features include activities, checkpoints, key terms, exam style questions and case studies

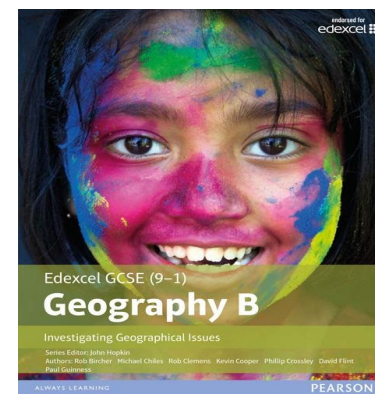
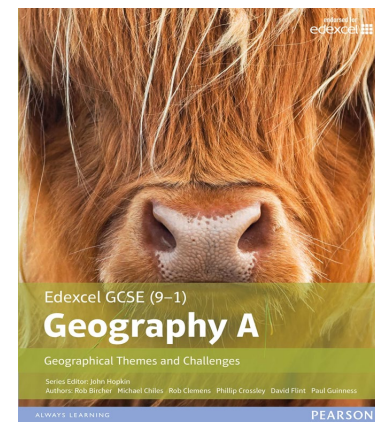
Digital Active Book

- Front-of-class version of the book
- Students can draw, highlight and make notes

Active Learnt Digital Service (ALDS)

- Lesson PowerPoints, editable lesson plans, editable differentiated student worksheets plus extra skill-focused worksheets
- Assessments and mark schemes for each topic linked to the progression scale

*You don't need to purchase resources to deliver our qualifications. This information is correct as of 1st August 2018, but may be subject to change.





Endorsed resources*

Our qualifications are also supported by resources* produced by a range of other publishers:

- **Oxford University Press:** Publishing for Edexcel GCSE Geography B
www.oxfordsecondary.co.uk/edexcelgcsegeog16.
- **Pumpkin Interactive:** With amazing footage shot around the world, Pumpkin's DVDs deliver inspirational video case studies across a range of geographical themes and issues. www.pumpkin-interactive.co.uk
- **ZigZag Education:** Photocopiable resources for learning, revision & exam practice, including Topic-on-a-Page, Practical Skills & Teaching Packs.

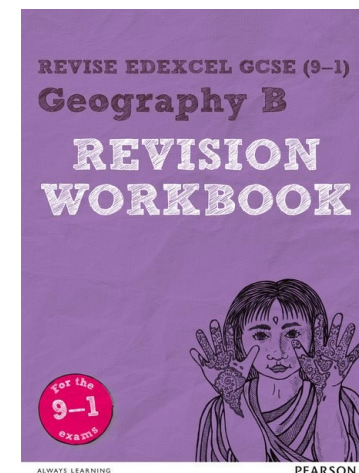
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Revise

Revision Guide and Workbook:

- One-topic-per-page format helps you revise more quickly, without the hassle.
- Exam-style worked examples match the new specification and demonstrate good exam technique.
- 'Now try this' exam-style practice questions let you test your understanding of a topic.
- Problem solving support throughout.
- Complete coverage of the new specification including brand-new topics.

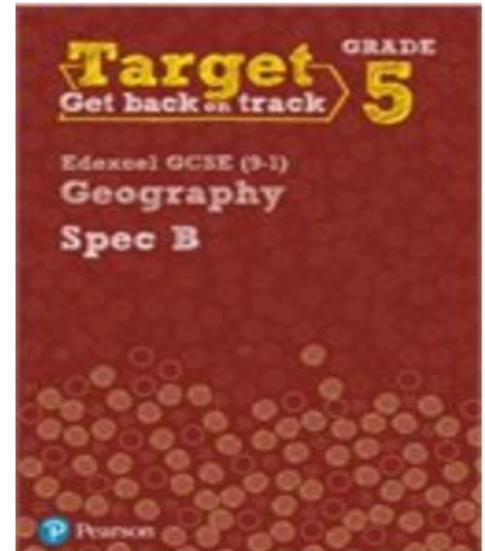




Target

Target Grade 5 intervention workbook:

- For use in intervention sessions or independent student use.
- Targets the key skills students need to achieve Grade 5
- Uses exam style questions and practical skills exercises to build students confidence.
- Opportunities to review their skills at the end of each unit.





Next steps

Please complete your evaluation form for today's event – in your pack

- Sign up to Geography updates: email teachinggeography@pearson.com
- Visit the website for support materials: <http://qualifications.pearson.com/en/subjects/geography.html>