

# GCSE and A level 2016 Geography Qualifications

Getting Ready to Teach  
Edexcel GCSE Geography B



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# Agenda: this morning...

- 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: Topic 1: Hazardous Earth and Topic 2: Development Dynamics

---Lunch---



# Agenda: this afternoon...

---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

# GCSE and A level 2016 Geography Qualifications

## Session 1:

- Overview of the new content and assessment
- 10:00 to 10:15am



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# Investigating Geographical Issues

An issues-based approach with content split into UK and Global geography, with a decision-making paper that involves investigating people-environment issues at a global scale.

- Detailed content you can **teach with confidence**; with clear requirements for your 3 case studies and chosen located examples
- **Integrated and signposted** geographical skills
- **Meaningful, clearly structured** fieldwork requirements
- **Consistent** question papers, command words and mark schemes
- Targeted and practical support for '*Thinking Geographically*', an approach involving our **most comprehensive support offering ever**.



# 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><b>Hazardous Earth</b></p> <ul style="list-style-type: none"><li>• tectonic hazards</li><li>• tropical storms</li></ul> <p><b>Development Dynamics</b></p> <ul style="list-style-type: none"><li>• case study of an emerging country</li></ul> <p><b>Challenges of an Urbanising World</b></p> <ul style="list-style-type: none"><li>• case study of a megacity in a developing or emerging country</li></ul>	<p><b>The UK's Evolving Physical Landscape</b></p> <ul style="list-style-type: none"><li>• coastal change &amp; conflict</li><li>• river processes &amp; pressures</li></ul> <p><b>The UK's Evolving Human Landscape</b></p> <ul style="list-style-type: none"><li>• case study of a dynamic UK city</li></ul> <p><b>Geographical investigations - fieldwork</b></p> <ul style="list-style-type: none"><li>• Physical: rivers or coasts</li><li>• Human: urban or rural</li></ul>	<p>People and the biosphere (global biomes and their use)</p> <p>Forests under threat (tropical rainforest and taiga)</p> <p>Consuming Energy Resources</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 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



# Assessment at a glance

Content	Total marks	Time (minutes)	Max mark tariff
<b>PAPER 1: Global Geographical Issues</b>			
Section A: Hazardous Earth	30	30	1 x 8 marks
Section B: Development dynamics	34	30	1 x 8 marks plus 4 marks SPAG
Section C: Challenges of an urbanising world	30	30	1 x 8 marks
<b>PAPER 2: UK Geographical Issues</b>			
Section A: The UK's evolving physical landscape	31	25	1 x 8 marks plus 4 marks SPAG
Section B: The UK's evolving human landscape	27	25	1 x 8 marks
Section C1: Fieldwork in a physical environment	18	20	1 x 8 marks
Section C2: Fieldwork in a human environment	18	20	1 x 8 marks
<b>PAPER 3: People and Environment Issues – Making Geographical Decisions</b>			
DME: Sections A (biosphere), B (forests), C (energy) and D (decision)	64	60 plus 30 minutes reading	1 x 12 marks plus 4 marks SPAG



# Our AS specification

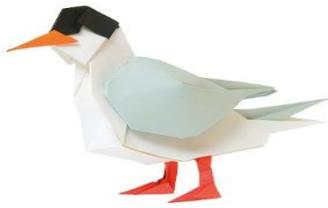
Area of Study 1: Dynamic Landscapes	Area of Study 2: Dynamic Places
1. Tectonic Processes and Hazards	3. Globalisation
2. Landscape Systems, Processes and Change  (Either 'Glaciated Landscapes' or 'Coastal Landscapes', plus a minimum of 1 day of physical geography fieldwork)	4. Shaping Places  (Either 'Regenerating Places' or 'Diverse Places', plus a minimum of 1 day of human geography fieldwork)
Paper 1 - 50% of qualification	Paper 2 - 50% of qualification
Assessing topics 1 and 2, geographical skills, fieldwork and synoptic thinking.  1 hour 45 minutes  90 marks	Assessing topics 3 and 4, geographical skills, fieldwork and synoptic thinking.  1 hour 45 minutes  90 marks



# Our A level specification

## Content overview

Dynamic Landscapes	Dynamic Places
1. Tectonic Processes and Hazards 2. Landscape Systems, Processes and Change  (Either 2A: Glaciated Landscapes or 2B: Coastal Landscapes)	3. Globalisation 4. Shaping Places  (Either 4A: Regenerating Places or 4B: Diverse Places)
Physical Systems and Sustainability	Global development and connections
5. The Water Cycle and Water Insecurity 6. The Carbon Cycle and Energy Security	7. Superpowers 8. Global Development and Connections  (Either 8A: Health, Human Rights and Intervention or 8B: Migration, Identity and Sovereignty)



# Our A level specification

## Assessment overview

Paper 1 - 30% of qualification	Paper 2 - 30% of qualification
Assessing topics 1, 2, 5, 6 and 7 and geographical skills <ul style="list-style-type: none"><li>2 hours and 15 minutes</li><li>105 marks</li></ul>	Assessing topics 3, 4, 8 and 9 and geographical skills <ul style="list-style-type: none"><li>2 hours and 15 minutes</li><li>105 marks</li></ul>
Paper 3 - 20% of qualification	Coursework - 20% of the qualification
Synoptic investigation of a geographical issue <ul style="list-style-type: none"><li>2 hours and 15 minutes</li><li>70 marks</li></ul>	A level Independent Investigation <ul style="list-style-type: none"><li>Internally assessed and externally moderated written report of 3000–4000 words</li><li>70 marks</li></ul>

# GCSE and A level 2016 Geography Qualifications

## Session 2:

- Supporting great geography teaching
- 10:15 to 10:50am

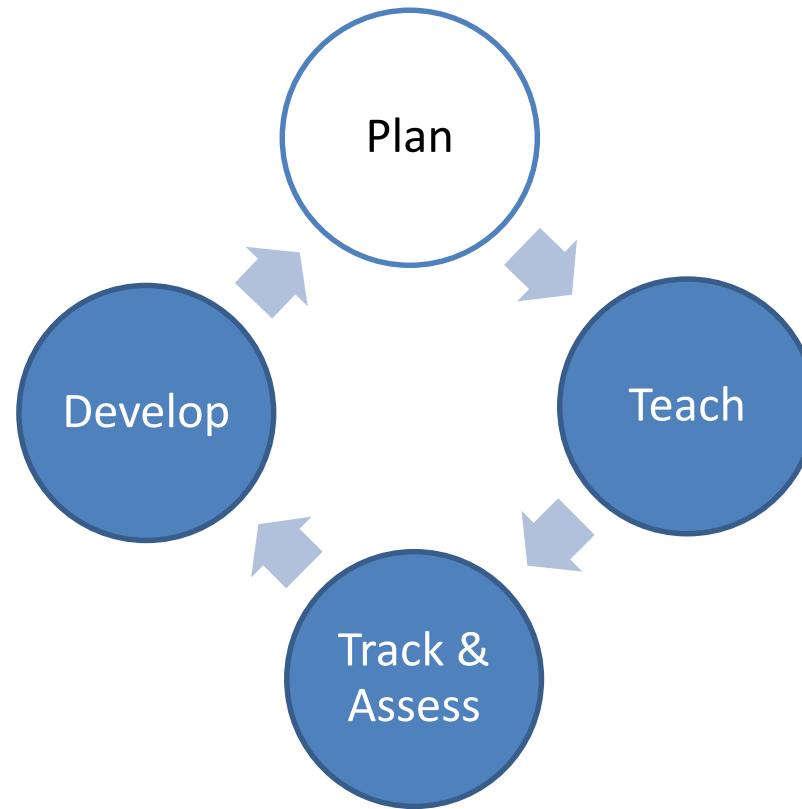


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# ***'Thinking Geographically'***

- We want to support your students in becoming confident, capable and successful geographers.
- That's why our qualifications and published resources have gone a step further to provide our **most comprehensive support offering ever**.
- These tools and materials will nurture your students' abilities to:
  - ask geographical questions,
  - learn about places, patterns and processes,
  - use, interpret and analyse geographical data,
  - and use geographical terminology confidently in their writing.



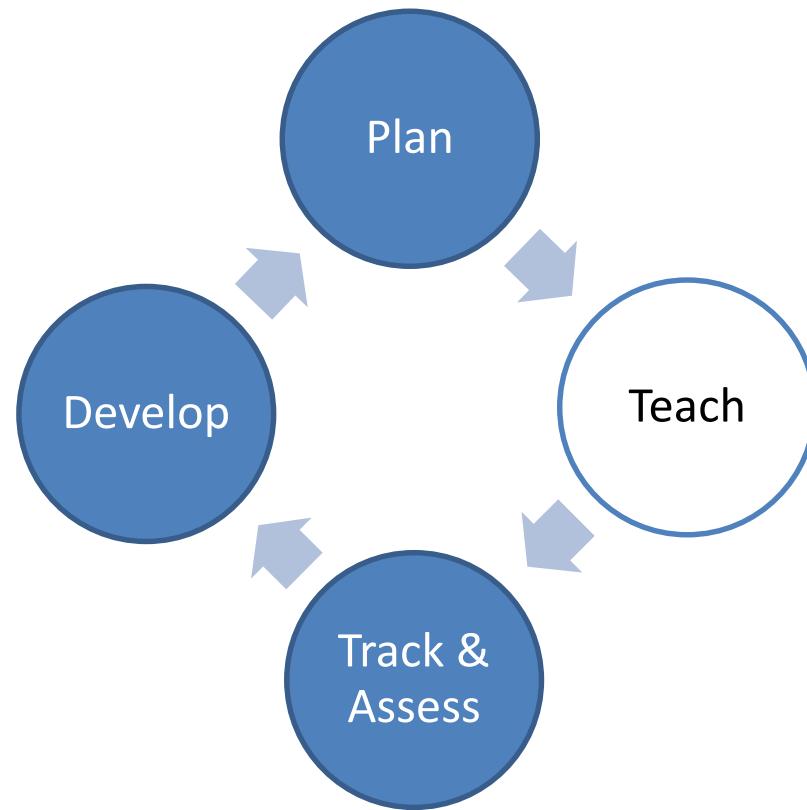
# Supporting your Geography teaching

## 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



# Supporting your Geography teaching

## Free support

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

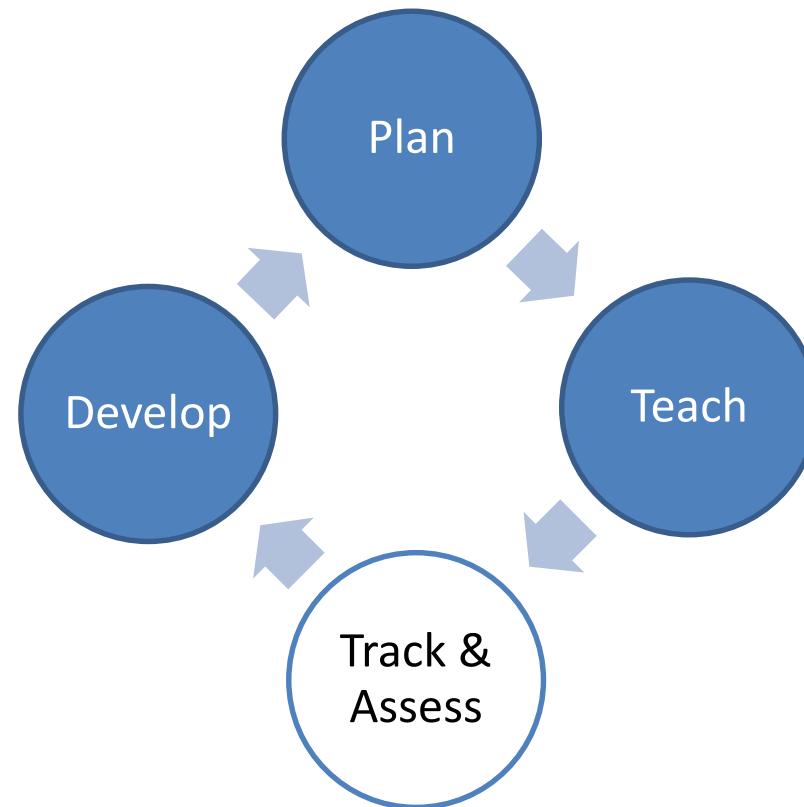
## Published resources

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



# ***Thinking Geographically: Maths and statistics***

- Based on the **proven approach** of Pearson Maths
- A **teacher guide** clearly detailing what is learnt in their Maths lessons and linking this to their geographical skills
- Ensuring **terminology and approach is consistent with Maths**, so students can make links between the subjects.
- Worksheets building **confidence and fluency** to master **problem-solving and reasoning** activities that model maths and statistical concepts in a geographical context
- Supporting students in **strengthening, checking and testing** their skills through the **Pearson 'Progression Scale'**



# Supporting your Geography teaching

## Free support

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

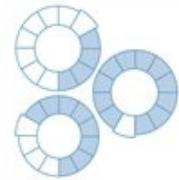
## Published resources

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

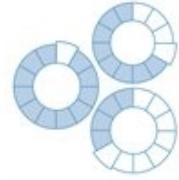


# ***Thinking Geographically: Literacy***

- Based on the **proven approach** of '*Grammar for Writing*' (Pearson English)
- Working with Exeter University, our approach will help teachers **support literacy in geography**
- Exeter University will analyse student exam scripts, including sample exam questions sat by centres this year, and provide **guidance on common literacy issues at all ability levels**
- This evidence will underpin our literacy approach throughout so that students can be **confident in their extended writing** and make progress.



# Pearson Progression Services 11-16



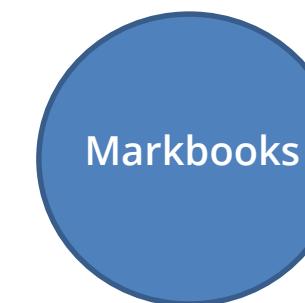
A 12-step scale\* designed to support learner progress throughout Key Stage 3 and Key Stage 4



Detailed, editable maps which include progress descriptors, prerequisites and boosters at a sub-topic level mapped to the Progression Scale



Assessments\*\* to test learners' understanding at key points in the learning cycle, underpinned by the Progression Scale



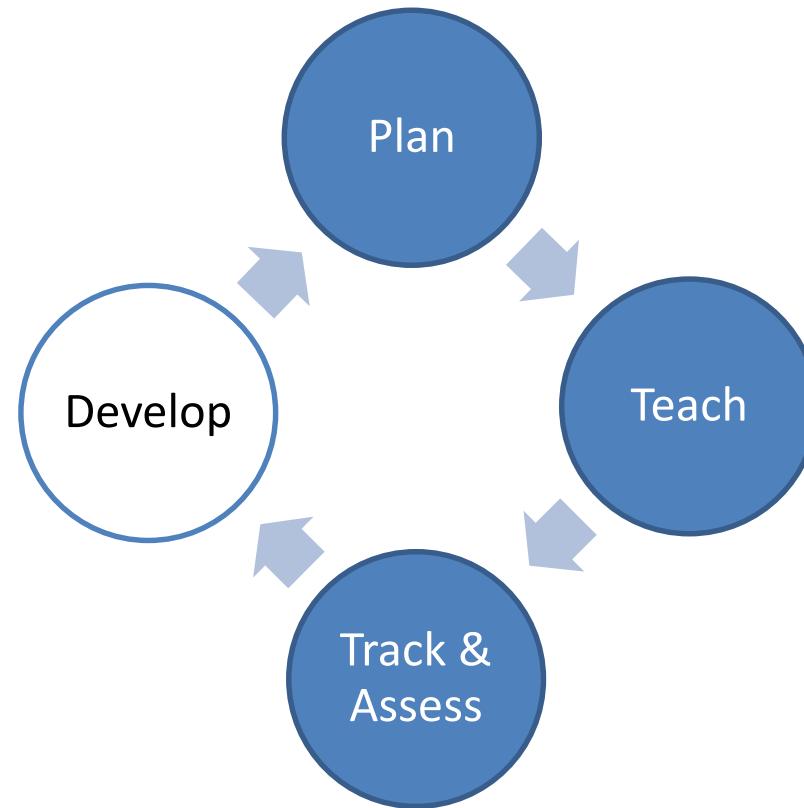
Excel markbooks to record learners' performance across each assessment, underpinned by the Progression Scale

\* A scale of 12 has been used to grade content and skills, and is calibrated to provide a simple measurement system where the expectation is that a student will achieve development of skills spanning one step of progress in an academic year. (Note: MFL differs here.)

\*\* We provide the following assessments for free: Key Stage 3 baseline; Edexcel GSCE baseline; Edexcel GCSE end of year. We also provide a number of additional assessments (e.g. end of topic, end of term, problem-solving, fluency) which are paid-for resources



# Supporting your Geography teaching



When it comes to **Professional Development**, we're planning events & workshops to support first teaching and beyond, in response to **your** feedback:

- 'Fieldwork and data skills' in collaboration with the RGS
- Synoptic thinking skills and extended writing
- Progression tracking and intervention strategies

If you would like support in other areas, then please let us know on the Evaluation Form in your delegate packs



# Published resources

- **Edexcel GCSE (9-1) Geography B resources\***
  - Brand-new suite of print and digital resources
  - Thinking Geographically approach embedded throughout
  - Integrated fieldwork support
  - Support for assessing progress
- **Student Book and ActiveBook (e-book)**
- **ActiveLearn Digital Service**

\*You don't need to purchase resources to deliver our qualifications. These resources have not yet been endorsed. This information is correct as of 28<sup>th</sup> January 2016, but may be subject to change.



# Other published resources

We are working with a range of publishers who are looking towards getting their resources\* endorsed:

- **Hodder:** Equip your students with the knowledge and skills they need to excel under more challenging assessment conditions.  
[www.hoddereducation.co.uk/Geography/GCSE/EdexcelB](http://www.hoddereducation.co.uk/Geography/GCSE/EdexcelB)
- **Oxford University Press:** Publishing for Edexcel GCSE Geography B.  
[www.oxfordsecondary.co.uk/edexcelgcsegeog16](http://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](http://www.pumpkin-interactive.co.uk)
- **ZigZag Education:** Photocopyable resources for learning, revision & exam practice, including Topic-on-a-Page, Practical Skills & Teaching Packs.  
[www.zigzageducation.co.uk](http://www.zigzageducation.co.uk)

\*You don't need to purchase resources to deliver our qualifications. These resources have not yet been endorsed. This information is correct as of 13<sup>th</sup> Feb 2016, but may be subject to change.



## **Delegate ACTIVITY 1:** **support share (10mins)**

- You can explore the Pearson website or use this opportunity to discuss any resources you have 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:
  - What free resource(s) are you likely find most useful?
  - What published resource(s) are you likely to find most useful?
  - What sort of extra support do you think you'll need?

[Click to explore  
the website](#) 

Edexcel GCSE  
Geography B (2016)

# GCSE and A level 2016 Geography Qualifications

## Session 3:

- Planning to deliver the new specification
- 11:00 to 11:45am



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## **What to consider when planning?**

- 1. Geographical skills**
- 2. Case studies / located examples**
- 3. Fieldwork**
- 4. Revision and assessment to track progress**



# 1. 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 page 35-36 of the specification, and may be assessed across any examined papers.



# Integrating geographical skills

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
<b>7.1</b> The Earth is home to a number of very large ecosystems (biomes) the distribution of	<ul style="list-style-type: none"><li>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)</li><li>b. Local factors (altitude, rock and soil type, drainage) can alter the biome distribution locally and how the biotic (flora, fauna) and abiotic (soil, rock, water, atmosphere) components of</li></ul>

**'Integrated skills' are signposted within the detailed content**

## 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.

**'Integrated skills' are then detailed after the key ideas for each enquiry question**

services	the hydrological cycle, providing globally important services.
	<ul style="list-style-type: none"><li>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)</li></ul>
<b>Integrated skills:</b>	<ul style="list-style-type: none"><li>(1) Comparing climate graphs for different biomes</li><li>(2) Use of world maps to show the location of global biomes</li><li>(3) Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available resources.</li></ul>



## **Delegate ACTIVITY 2:** **skills audit (5mins)**

- Which geographical skills are you more or less confident at delivering within your Geography course?
- On three separate post-it notes:
  - What do you think your strengths are?
  - What are your concerns/questions?
  - What sort of support do you think you'll need?



## 2. Case studies

The in-depth case studies are indicated clearly above the relevant subject content

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

1. Development in an **emerging country** (Topic 2)
2. A **megacity** in an emerging **or** developing country (Topic 3)
3. Change in a **dynamic UK city** (Topic 5)

Case Study	
<b>Enquiry question: Why does quality of life vary so much within ONE megacity* in a developing country* OR emerging country*?</b>	
Key idea	Detailed content
<b>3.4</b> The location and context of the chosen megacity influences its growth, function and structure	<ul style="list-style-type: none"><li>a. Significance of site, situation and connectivity of the megacity in a national (environmental and cultural), regional and global context.</li><li>b. The megacity's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe) in terms of its functions and building age.</li></ul>
<b>3.5</b> The megacity in the chosen	<ul style="list-style-type: none"><li>a. Reasons for past and present trends in population growth</li></ul>



## Located examples

- Throughout the content there are located examples from developing, emerging and/or developed countries that need to be taught...
- Where a located examples should be taught, a  symbol is used in the spec content:

**Topic 1:  
Hazardous  
Earth**

a. Primary and secondary impacts of earthquakes **or** volcanoes on property and people in a developed  and emerging or developing country .

b. How the interaction of physical and human processes is causing change on one named coastal landscape  including the significance of its location.

**Topic 4: The UK's  
evolving physical  
landscape**



## Required case studies and located examples

	UK	developed	emerging	developing
Topic 1 - Hazardous Earth		+   or		
Topic 2 - Development Dynamics				<b>Case study</b>
Topic 3 - Challenges of an urbanising world				<b>Case study</b> <u>or</u> <b>Case study</b>
Topic 4 - UK's evolving physical landscape				
Topic 5 - UK's evolving human landscape			<b>Case study</b>	



# Delegate ACTIVITY 3: Which case studies or named locations? (5mins)

	UK	developed	emerging	developing
Topic 1: 1.6 and 1.9 Management of tropical storms and earthquake or volcanic hazards		• USA • Japan	+	• China • India • Mexico • Bangladesh • Philippines  <b>or</b> • Haiti • Nepal • Pakistan
Topic 2: 2.4 - 2.7 How is ONE of the world's emerging countries managing to develop?			• China • India • Mexico • Bangladesh • Philippines	
Topic 3: 3.4 - 3.7 Why does quality of life vary so much within ONE emerging /developing megacity?			• Shanghai • Mumbai • Mexico • Dhaka • Manila	<b>or</b> • Karachi • Lagos • Kinshasa
Topic 4: 4.4 and 4.7 named changing coastline; named river flood		• Holderness coast • R. Severn • R. Aire/Ouse		
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			• London • Birmingham • Leeds • Manchester • Sheffield	



### 3. Fieldwork: Prescribed fieldwork environments

#### Topic 6: Investigating Physical environments – choose one of the following tasks:

- Fieldwork and research linked to coastal change and conflict

*Task: Investigating the impact of coastal management on coastal processes and communities.*

- Fieldwork and research linked to river processes and pressures

*Task: Investigating how and why drainage basin and channel characteristics influence flood risk for people and property along a river.*

#### Topic 6: Investigating Human environments – choose one of the following tasks:

- Fieldwork and research linked to dynamic urban areas

*Task: Investigating how and why quality of life varies within UK urban areas.*

- Fieldwork and research linked to changing rural settlements

*Task: Investigating how and why deprivation varies within rural settlements in the UK.*



## Planning fieldwork (recommendations)

**Q** Should fieldwork be carried out while delivering the core content?

- ✓ reinforces classroom learning

**Q** How long to spend on fieldwork?

- ✓ 1 day min. for each investigation

**Q** When to carry out fieldwork?

- ✓ Spring & Summer terms in yr10



## Delegate ACTIVITY 4: **Which time of the year would you choose? (5mins)**

Autumn term	Summer term
<p><b>Advantages:</b></p> <ul style="list-style-type: none"><li>• Students will be new to the course so good group bonding opportunity</li><li>• Fieldwork centres likely to be quieter</li></ul>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"><li>• Longer day in the field and more probably better weather conditions</li><li>• More time to cover the necessary course content</li></ul>
<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"><li>• A shorter day in the field and a higher likelihood of poor weather</li><li>• May not have enough time to cover the necessary course content</li></ul>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"><li>• Field centres and field study locations may be busy!</li><li>• Possibly difficult to get students out of school, e.g. mock examinations</li></ul>



## 4. Revision & Assessment:

- Spec B course is linear rather than unitised:
  - Concepts should be continually cross-referenced in order to reinforce students' knowledge and understanding
  - This approach is supported by the Global/UK content structure and the integrated skills throughout

Editable 2-year and 3-year course planners are available on the Edexcel website:

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)



# Course planners...

- 2-year course planners:
  - **Model A:** An integrated approach that combines content and skills across topics across the 2 years
  - **Model B:** A linear approach that alternates between Components 1 (Global) & Component 2 (UK) in Year 10, then focuses on Tectonics & Component 3 (DME) in Year 11
- 3-year course planners:
  - **Model A:** An integrated approach that combines content and skills across topics across the 3 years
  - **Model B:** A linear approach that alternates between Components 1 (Global) Component 2 (UK) in Years 9 and 10, then focuses on Component 3 (DME) in Year 11



## **Delegate ACTIVITY 5:** **planning your course** **(15mins)**

- Which model best suits your learners?
- Which model best suits 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?