

GCSE 2016 Geography

**Meeting the
Challenges of the
New Edexcel GCSEs**

1:20-2:40pm

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U273



Geography for all

GCSE Geography A&B 2016

Our new GCSE qualifications support success in geography with:

- **clear** specifications you can teach with confidence
- a **meaningful** and **clearly structured** approach to fieldwork
- **targeted** and **practical support** to help students think geographically
- assessments that give **every student** the chance to succeed
- **expert support** every step of the way.



Comparison alley new and old specs?

Old
Specifications

Similarities

New
Specifications



Comparison alley new and old specs?

GCSE Geography A&B 2016

Old Specifications

Tiered
Controlled assessment
A* - G
One fieldwork exercise
Lots of case studies

Similarities

Similarities

Coasts

Ecosystem

Rivers

Enquiry

Urban challenges

Climate change

SPaG

New Specifications

More maths and stats
More extended writing
2 fieldwork tasks
Fieldwork assessed in exams
New content – e.g Global atmospheric circulation

Development issues



Overview of GCSE Geography A

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"> • <u>Choice</u> 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"> • <u>Choice</u> 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"> 1. Resource consumption 2. Settlement, population and the economy 3. Conservation and flood risk 4. 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

Overview of GCSE Geography B

GCSE Geography B 2016

Geography B: Investigating Geographical Issues

	Global Geographical Issues	UK Geographical Issues	People and Environment Issues – Making Geographical Decisions
Content overview	<p>Hazardous Earth</p> <ul style="list-style-type: none"> • tectonic hazards • tropical storms <p>Development Dynamics</p> <ul style="list-style-type: none"> • case study of an emerging country <p>Challenges of an Urbanising World</p> <ul style="list-style-type: none"> • case study of a megacity in a developing or emerging country 	<p>The UK's Evolving Physical Landscape</p> <ul style="list-style-type: none"> • coastal change & conflict • river processes & pressures <p>The UK's Evolving Human Landscape</p> <ul style="list-style-type: none"> • case study of a dynamic UK city <p>Geographical investigations - fieldwork</p> <ul style="list-style-type: none"> • Physical: rivers or coasts • Human: urban or rural 	<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



Two specifications – a comparison

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Same	Different
<ul style="list-style-type: none">• Three components• A UK paper• Fieldwork in one paper• Integrated geographical skills• Assessment weighting, marks and exam time• Fieldwork environments	<ul style="list-style-type: none">• Spec A specification organised by domain; Spec B by scale• Spec B integrated fieldwork questions• Spec B with a synoptic DME; Spec A with a mini UK synoptic• Content: Glaciated landscapes in Spec A, Tectonics in Spec B



Assessment at a glance

Content	Total marks	Time (mins)	Max. mark tariff
PAPER 1: The Physical Environment			
Section A: Changing landscapes of the UK	30	30	2 x 8 marks
Section B: Weather hazards and climate change	30	30	1 x 8 marks
Section C: Ecosystems, biodiversity and management	34	30	1 x 8 marks (+ 4 marks SPaG)
PAPER 2: The Human Environment			
Section A: Changing cities	30	30	1 x 8 marks (+ 4 marks SPaG)
Section B: Global development	30	30	1 x 8 marks
Section C: Resource management	34	30	1 x 8 marks
PAPER 3: Fieldwork and UK Challenges			
Section A: Geographical Investigations – physical	18	20	1 x 8 marks
Section B: Geographical Investigations – human	18	20	1 x 8 marks
Section C: UK Challenges	28	35 (+ 15mins. reading)	1 x 12 marks (+ 4 marks SPaG)



Geography B – Assessment overview

GCSE Geography B 2016

Content	Total marks	Time (mins)	Max mark tariff
PAPER 1: Global Geographical Issues			
Section A: Hazardous Earth	30	30	1 x 8 marks
Section B: Development dynamics	34	30	1 x 8 marks (+ 4 SPAG)
Section C: Challenges of an urbanising world	30	30	1 x 8 marks
PAPER 2: UK Geographical Issues			
Section A: The UK's evolving physical landscape	31	25	1 x 8 marks (+ 4 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
PAPER 3: People and Environment Issues – Making Geographical Decisions			
DME: Sections A (biosphere), B (forests), C (energy) and D (decision)	64	60 + 30 mins reading	1 x 12 marks (+ 4 SPAG)



Main challenges of the new DfE subject criteria

- × No foundation paper
- × 2 days of fieldwork and changes to how fieldwork is assessed
- × Increased application of skills, especially maths and statistics
- × Increase demand for extended writing
- × Change to grading system (9-1)
- × New content



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How we have responded to these challenges?

- ✓ Exams papers with **ramped demand**
- ✓ **Prescribed** fieldwork tasks
- ✓ *Maths for Geographers* Guide
- ✓ Literacy Guide with **student exemplars** and examiner commentaries
- ✓ Ongoing professional development events, including **free** GRTT events
- ✓ **Detailed** spec content & **consistent** use of common command words and mark schemes



Using the new command words

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compare
label
suggest
state
explain
identify
draw
plot
select
calculate
describe
evaluate
justify
assess



Command words: 'point marked'

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.
Label	Add a label/labels to a given resource, graphic or image.
Draw/plot	Create a graphical representation of geographical information.
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 the 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'

Assess	Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.
Examine	Break something down into individual components/processes and say how each one individually contributes to the question theme/topic and how the components/processes work together and interrelate.
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.
Discuss	Explore the strengths and weaknesses of different sides of an issue/question. Investigate the issue by reasoning or argument.
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

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	1	2	3	4	8	12
Identify/State/Name	*					
Define	*					
Calculate	*	*				
Label	*	*				
Draw/plot		*	*			
Describe		*	*			
Compare			*			
Explain		*	*	*		
Suggest		*	*	*		
Assess					*	
Examine (Spec A only)					*	
Evaluate					*	
Discuss (Spec A only)						*
Justify (Spec B only)						*



Ofqual assessment objectives

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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 .	35%
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	25%



T&L strategies to tackle the command words

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compare
identify
name
draw
plot
select
calculate
label
suggest
describe
evaluate
justify
assess
state
explain



GCSE Geography A&B 2016

A01

- Demonstrating knowledge

- Identify
- State
- Name
- Define



FAN-N-PICK

Teammates play a card game to respond to questions. Roles rotate with each new question.

Each team receives a set of question cards

1. Student no.1 holds question cards in a fan and says “pick a card, any card”
2. Student no.2 picks a card, reads the question aloud, and allows five seconds of think time.
3. Student no.3 answers the question
4. Student no.4 responds to the question
5. Students no.1 checks and coaches the answer
6. Students rotate roles, one person clockwise for each new round.



Identify/state/name

Recall or select one or more pieces of information

Q State one example of a sedimentary rock. (1)

(Spec A SAMs, p.7)

- A** schist
- B** slate
- C** basalt
- D** chalk

T&L strategy

TABOO – students are given a key word and they have to describe that word without using the word itself or key words associated with it...



Define

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State the meaning of a term

Q Define the term deindustrialization. (1)

(Spec A SAMs, p.61)

T&L strategy

QUIZ-QUIZ TRADE – students pair up and each student has a card with a different question and answer.

They take it in turns to question and, if necessary, coach each other.

Afterwards they trade cards and then pair up with someone else.



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A04

- Select, adapt and use a variety of skills and techniques

- Calculate
- Label
- Draw
- Plot



Calculate

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Produce a numerical answer, showing relevant working

Q Calculate the range of average temperatures for the four locations in Fig. 7. (1)

(Spec A SAMs, p.15)

Temperature (extracted from Fig. 7 - Map showing rainfall and other climatic variables for locations in the UK)

Ben Nevis	0.5°C
Hull	13.5°C
Norwich	14.0°C
Newquay	10.1°C

T&L strategies

- Rally Coach
- Match Mine



RALLY COACH

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1. In pairs, determine who is A and who is B.
2. Present a problem with only one correct answer.
3. Partner A attempts to solve the problem while Partner B coaches, checks the accuracy of the answer and provides positive feedback.
4. If the answer is incorrect, B coaches A to the correct answer.
5. Present a new one-answer-only problem.
6. Now B attempts to solve the problem while A coaches, checks the accuracy of the answer and provides positive feedback. And so on...



Draw/plot or Label

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Create a graphical representation of geographical information

Add a label/labels to a given resource, graphic or image

Q Plot the data for Cambodia and Mozambique given in the table below on Figure A (2)

Q Draw a best fit line. (1)

(Spec A SAMs, p.69)

T&L strategy

- Match mine

Country	Life expectancy (years)	Percentage (%) of people with access to safe drinking water
Cambodia	70	30
Mozambique	50	57

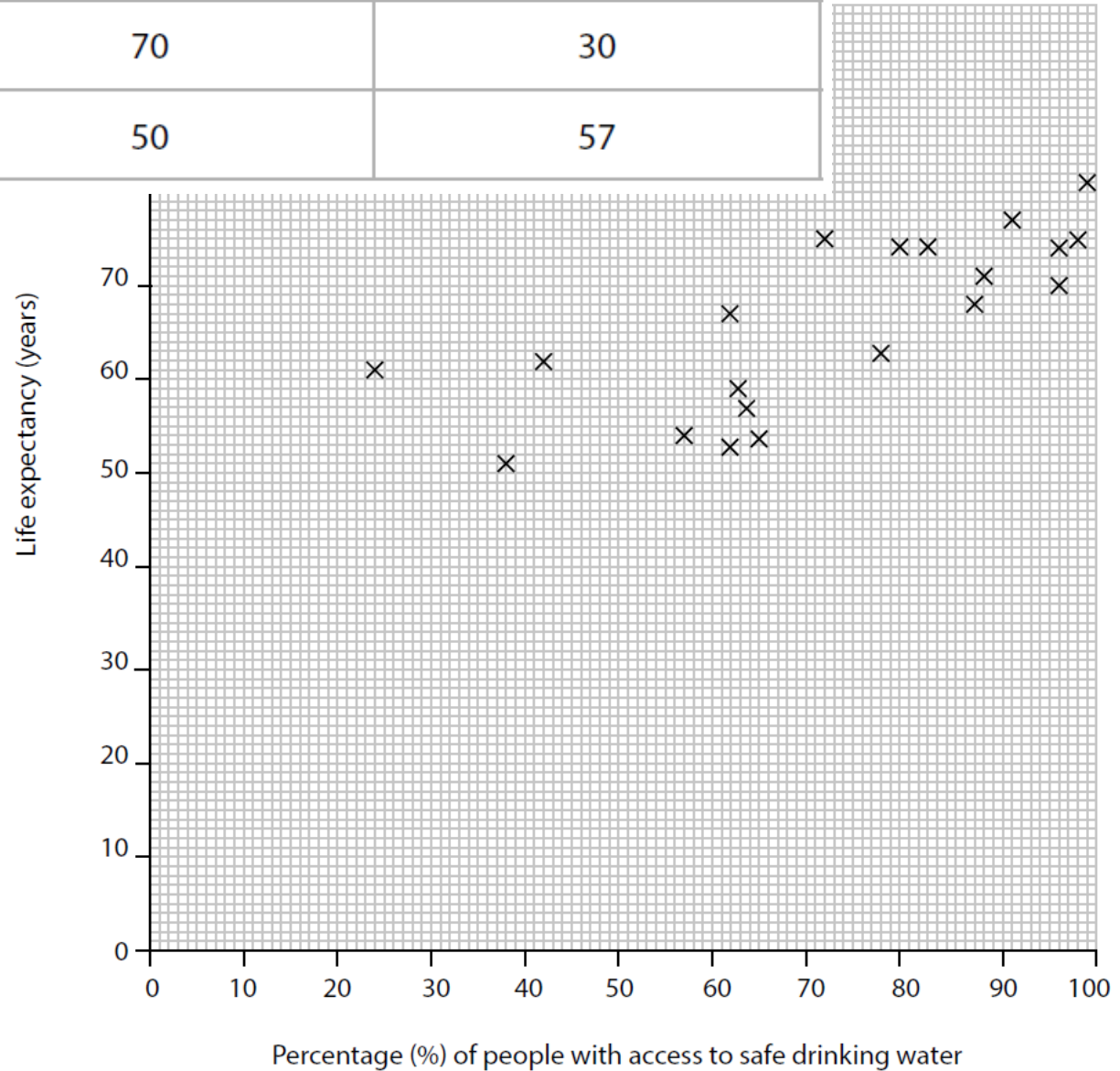


Figure A

Life expectancy and access to safe drinking water in selected countries



MATCH MINE

Partners on opposite sides of a barrier try to communicate with precision so that they are able to match each other's arrangement.

1. Partners sit on opposite sides of a barrier. One is designated the 'sender', the other the 'receiver'.
2. Sender sets up their arrangement.
3. Sender gives the receiver directions so that they can try to match the sender's arrangement.
3. When they are finished, partners set their boards side by side to check for accuracy.
4. Sender gives receiver feedback.
5. Roles are switched and they try again.



A02

- demonstrate geographical understanding

- Describe
- Compare
- Explain
- Suggest

T&L strategy

- Back-to-Back Drawing



Describe

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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.

Q Describe the projected trends in air pollution levels between 2010 and 2050 for India and Indonesia. (2)

(Spec B SAMs, p.16)

T&L strategies

- Memory Maps
- Back-to-back drawing

(e) Study **Figure 5** which shows air pollution levels in cities for five emerging countries in 2010 and projected to 2030 and 2050.

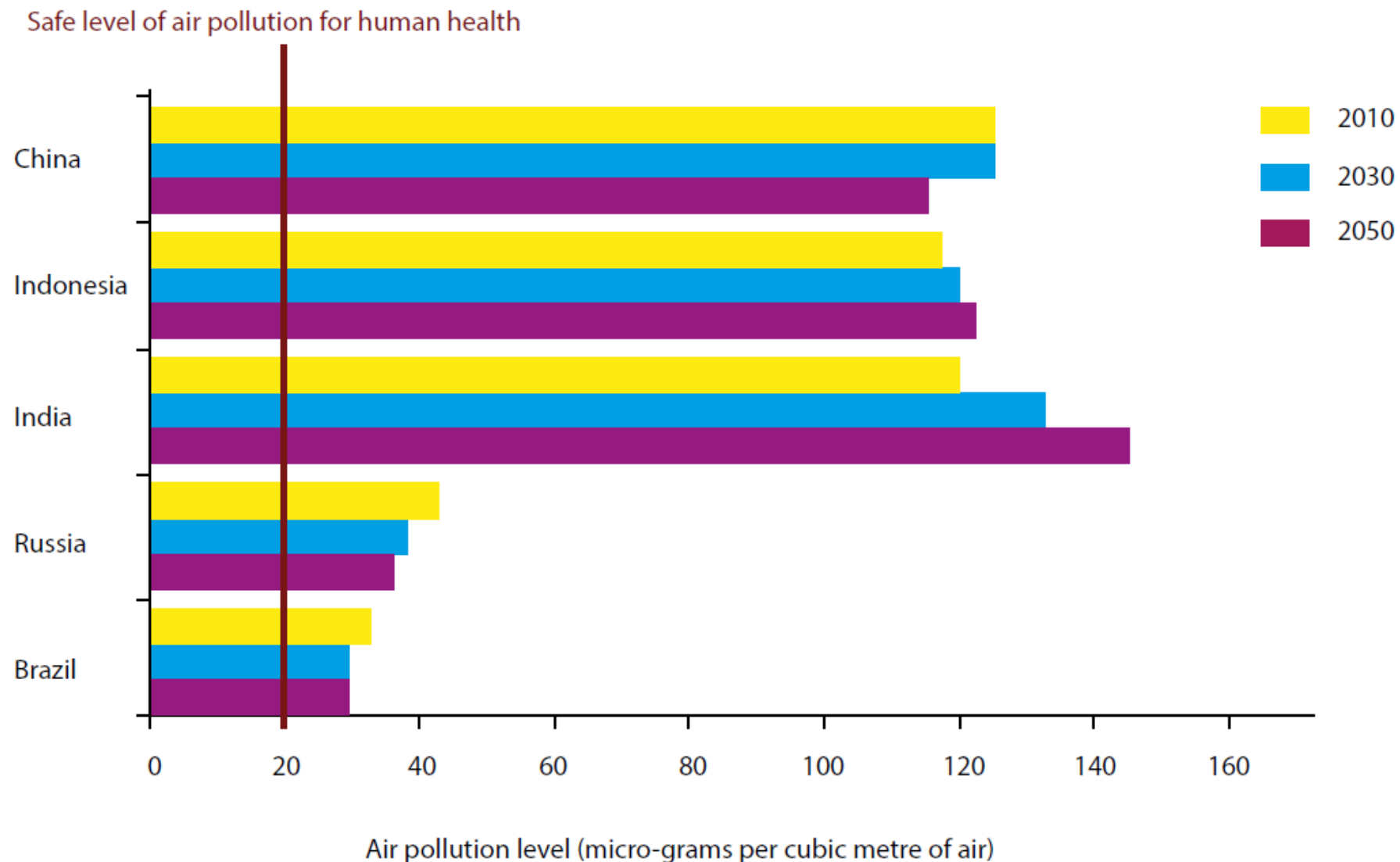


Figure 5

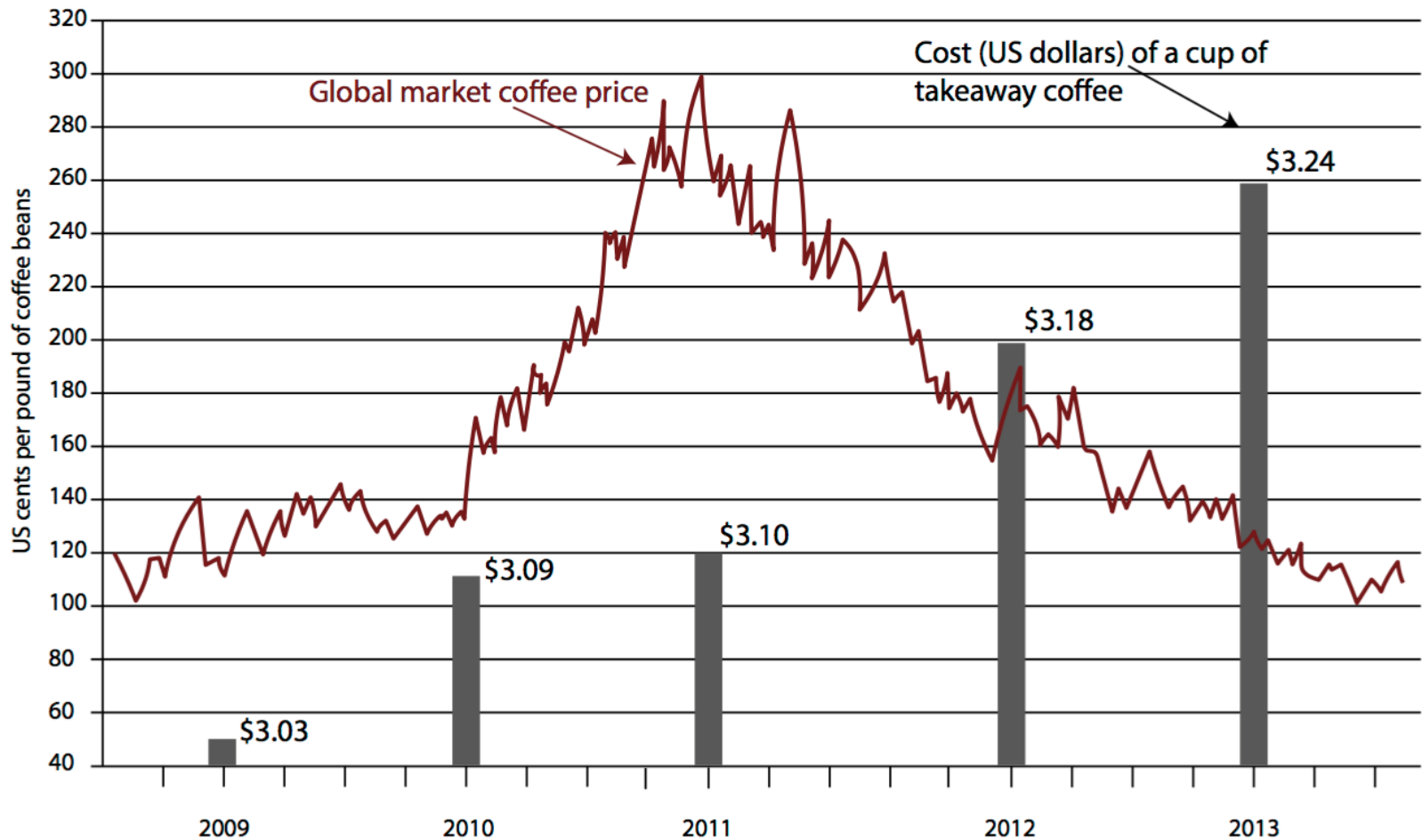


MAP FROM MEMORY

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1. The teacher has an information sheet on an empty desk. Students given a blank version (can be differentiated depending on each groups' ability).
2. Students numbered (1 → 4. Depends on group size but a max. of 4 is advised) .
3. The teacher calls up students (no.1 first, etc.) to memorise the information sheet for 30 secs. They return to their group and try to recreate the information on their blank sheet... **Here is the catch!** They only verbally communicate the information to their group whereas the other members of the group are allowed to write.
4. After 2 mins of writing, call up no.2 and the process is repeated until all students have seen the information.
HALF TIME: Students try to develop a strategy to interpret and remember the information. e.g. Groups allocate specific info to be collected by each member or split the map into sections. Developing and reflecting on the best strategies allows students to plan, work together and learn a good revision strategy.
5. 2nd half begins and process repeated.
6. The whole exercise should last no more than 30 mins. Afterwards, a short test or a miniature blank version of the map/graph is used to test individual learning/progression.

(d) Study **Figure 4** which shows changes in the price of coffee beans and the cost of a cup of coffee between 2009 and 2013.



(ii) Describe the relationship between the global market price of coffee and the price of a cup of takeaway coffee between **2010** and **2012**. Use data from the graph to support your answer.



Compare

Find the 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.

e.g. The comparison of the old and new specifications at the beginning of this session

T&L strategy

- Comparison Alley



Explain

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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.

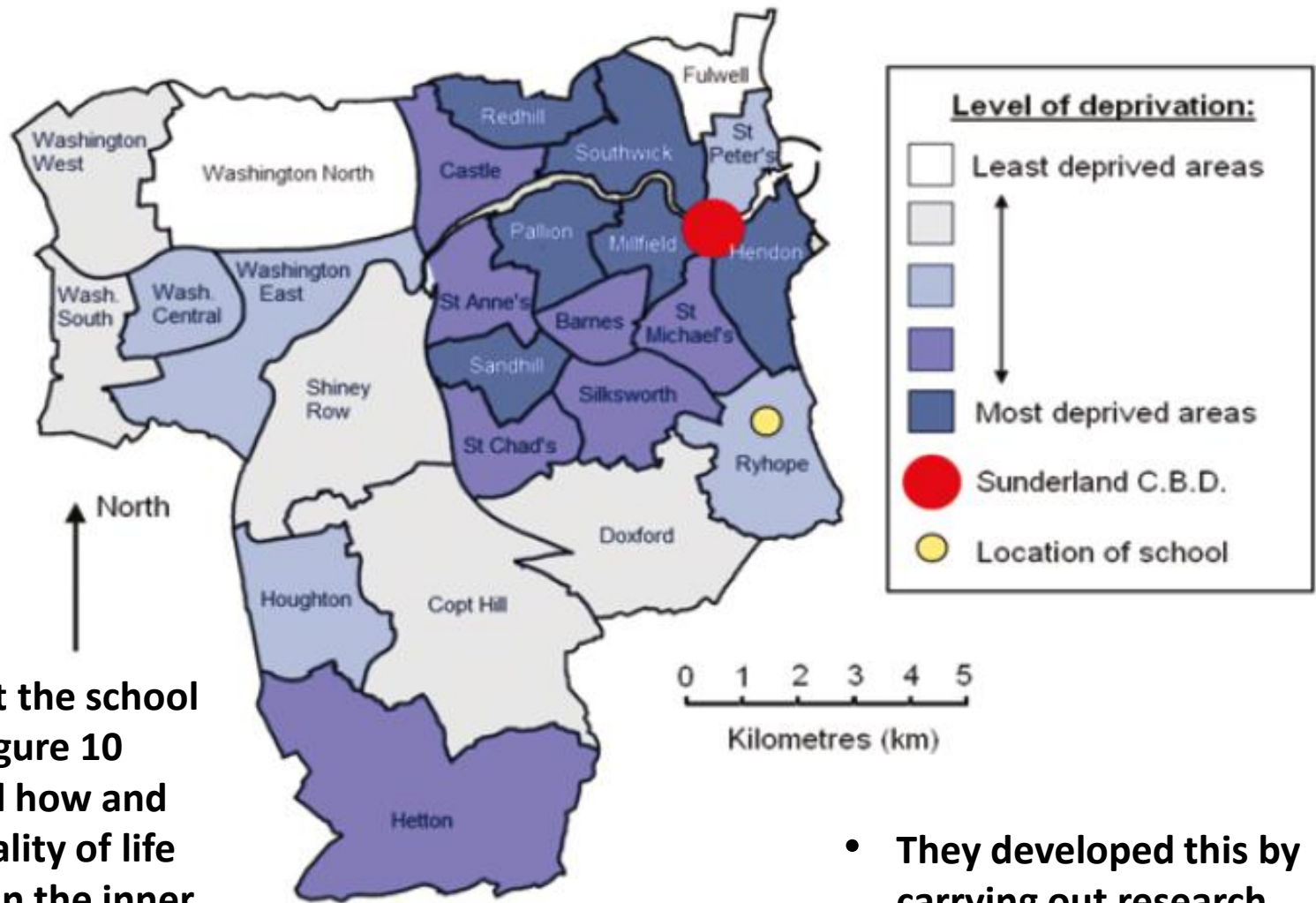
Q Explain one weakness of using the choropleth map, Figure 10, to show urban deprivation. (2)

(Spec B SAMs, p.71)

T&L strategy

- **PEEL**

10 (a) Study **Figure 10** which shows levels of multiple deprivation in wards of Sunderland in 2010.



- A student at the school shown in Figure 10 investigated how and why the quality of life varied within the inner city residential locations in Sunderland.

Figure 10

- They developed this by carrying out research using the 2010 Index of Multiple Deprivation.



P.E.E.L LANGUAGE

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Point	Evidence	Explanation	Link
It has been suggested that...	The evidence clearly shows...	The source clearly indicates...	With this in mind, it is evident that...
It is believed that...	This is supported by...	This shows us that...	Therefore, it is evident that...
Some people argue that...	This is demonstrated by...	It is clear from this that...	All this evidence demonstrates...
Many people believe that...	The source tells us that...	The evidence explains that...	
One argument is that...		This supports the argument by...	
One school of thought is that...		It appears that...	
		This demonstrates that...	



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.

Q Suggest one impact of drought for people living in a developing country. (3)

(Spec A SAMs, p.17)

T&L strategy

- **Silent Debate**



SILENT DEBATE

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Suggest the impacts
of drought for
people living in a
developing country

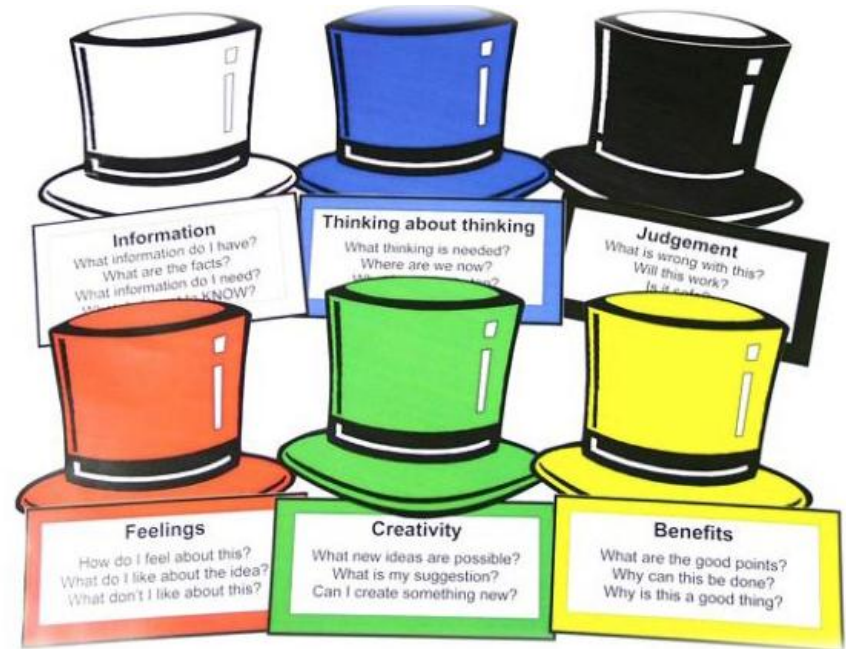
Students are grouped, and each student has a different coloured pen and writes their suggestions... **SILENTLY**. They can read each others' suggestions and respond or develop.



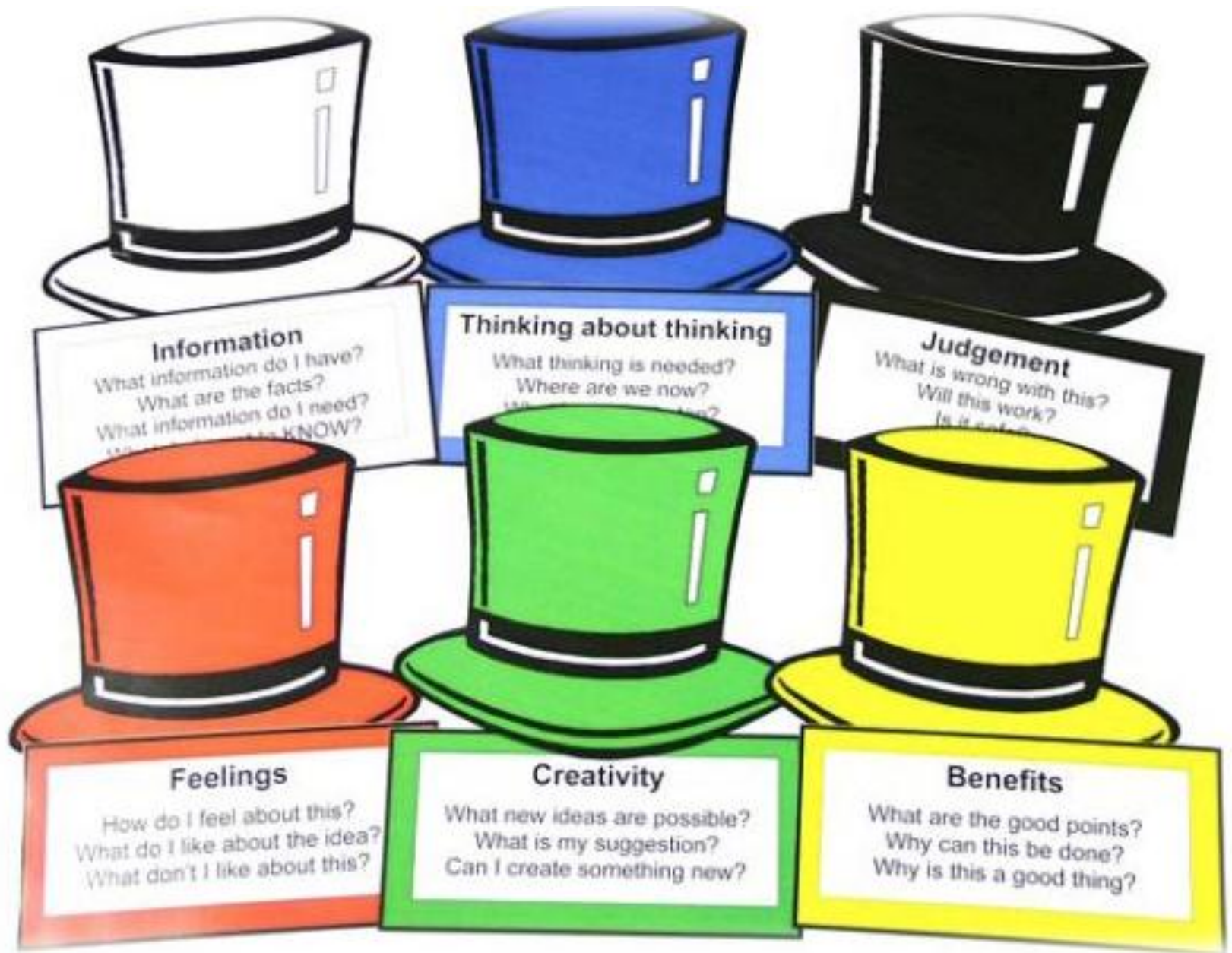
- Applying knowledge and understanding.

+ A02 or A04

- Assess
- Examine
- Evaluate
- Discuss
- Select and...
Justify + A02 & A04



THINKING HATS





Assess

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Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.

Q 'The causes of past climate change and current global warming are different'. Assess this statement. (8)

(Spec B SAMs, p.10)

T&L strategies

- Jot thoughts
- Pyramid ranking
- Venn diagram



JOT THOUGHTS



Q. What are the all the different causes of climate change?

On post-its students write as many ideas as they can in the time allowed, one idea per slip of paper. Each slip of paper is then placed on the table and students attempt to cover the entire table.



Examine

GCSE Geography A 2016

Break something down into individual components / processes and say how each one individually contributes to the question theme/topic and how the components / processes work together and interrelate

Q Examine how physical processes work together in the formation of the spit shown in Figure 2. (8)

(Spec A SAMs, p.10)

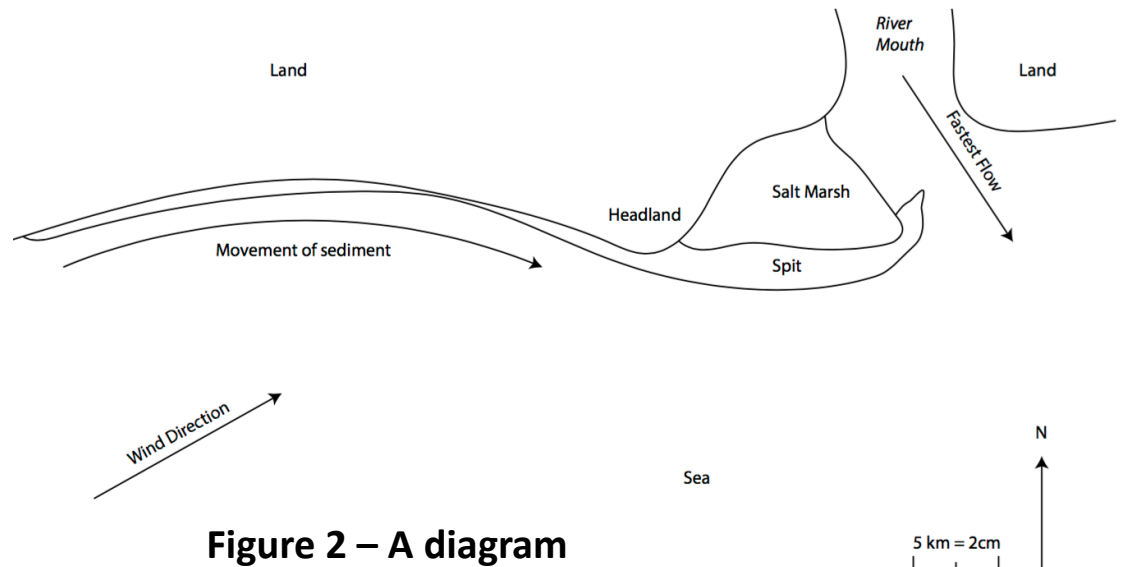


Figure 2 – A diagram showing formation of a spit

T&L strategy

- **Pyramid ranking**



Evaluate

GCSE Geography A&B 2016

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.

- Q** Evaluate the different responses to the environmental impacts of tropical cyclones in a named developed country. (8)
(Spec A SAMs, p.19)

T&L strategy

- **Plus/minus/alternatives**

PLUS/MINUS/ALTERNATIVE

Responses	<u>Individuals</u> Construct makeshift flood defenses to protect their land from flooding	<u>Local government</u> Ensure education is provided and messages are given to locals to warn residents about potential hazards such as flooding and contaminated drinking water	<u>National government</u> Ensure relevant monitoring bodies produce the necessary information in predicting / forecasting the weather and mobilise military / emergency aid resources to prepare flood defenses / respond to contamination / protect crops and wildlife.
Positives			
Negatives			
Alternatives			

Select and... **Justify**



GCSE Geography B 2016

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.

Q Select the option that you think would be the best long-term plan for the development of the Peruvian rainforest. Justify your choice. (12 + 4 SPaG)

(Spec B SAMs, p.115)

T&L strategy

- Thinking hats

Asking basic questions

- Q Is it landlocked, with no access to the sea?
- Q What's the climate likely to be like?
- Q Climate also affects biome type, and possibly water supply

	Developed	Emerging	Developing
Income / wealth	Rich; per person incomes of over \$20,000 per year	Middling; probably lots of inequality i.e. rich people but also many poor	Poverty; many people surviving on a few dollars a day
Population?	Stable; ageing, possibly even declining	Growing but slowing down	Expanding; youthful ; more mouths to feed each year
Economic sectors?	Services / tertiary	Manufacturing / secondary	Farming / primary
Government?	Strong; provides for peoples needs (health, education etc)	Might do some things well e.g. infrastructure but less good on crime, social services etc	Poor – possible issues like corruption; dependent on aid; few services for people



'Making a case'

GCSE Geography B 2016

- Try to remember how to 'make a geographical case' for a decision.
- Often the best place to start is with economic, social and environmental factors:

Economic	<ul style="list-style-type: none">• Jobs, employment, higher incomes• Higher skilled, higher paid jobs• Increase in GDP• Making an area more attractive to investment
Social	<ul style="list-style-type: none">• Improving peoples lives and quality of life• Better housing, reducing crime• Improved health and education• Greater cultural understanding
Environmental	<ul style="list-style-type: none">• Improving air and water quality• Reducing pollution levels• Protecting / conserving wildlife / biodiversity• Improving the built environment



What should candidates do?

GCSE Geography B 2016

- The mark scheme makes it clear the qualities that are needed for maximum marks

<p>RANGE</p> <p>Refer to at least 2 advantages and 2 disadvantages (costs/benefits, good/bad, positive/negative impacts) of your chosen option</p>	<p>DETAILED EVIDENCE</p> <p>Make extended explanations using detail from the booklet, rather than vague assertions</p>	<p>BALANCE</p> <p>Refer to both people and/or environment in terms of adv./disadv.</p>
<p>SYNOPTIC</p> <p>Bring in some knowledge and understanding from Topics 7 to 9</p>	<p>COUNTER-ARGUMENT</p> <p>Explain why you have <i>rejected one or more options, but also consider one of its strengths.</i></p>	<p>COME TO A VIEW</p> <p>Make an overall judgment that is logically linked to the evidence you have used</p>



VCOP

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Vocabulary

MEDC	LEDC	Rural	Urban	Physical features
Human features	Climate	Infrastructure	Communications	
Preparations	Tectonic	Primary effects	Secondary effects	

Connectives

however	likewise	whereas	even though	on the other hand
unlike	contrasting to	in addition to	despite	because
so as to	nevertheless	although	similarly	such as

Openers

- The impact of hazards is likely to be more severe in... because...
- In LEDCs such as Haiti the main impacts were...
- Whereas in an MEDC like Iceland the impacts were...
- The management of hazards is different between countries, such as...
- Impacts can be reduced by...

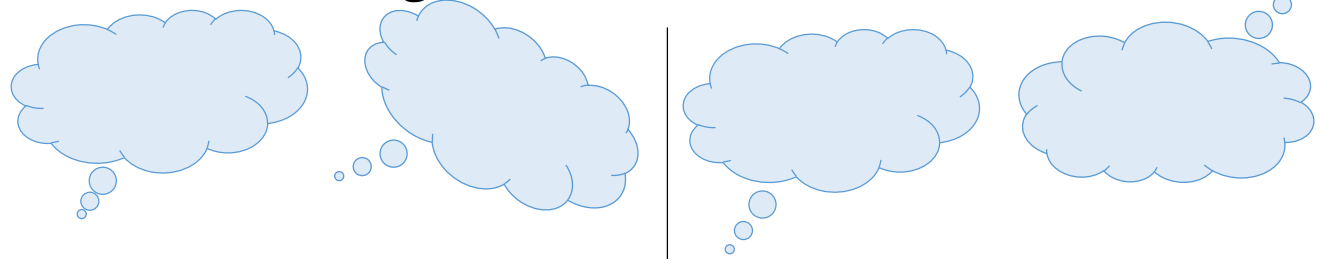
Punctuation

You can use a VCOP 'punctuation pyramid' (easy to find on the internet)

Stage 1 - Planning



Extended Writing Task: _____



Stage 2 - Organisation

Introduction
Paragraph 2
Paragraph 3
Paragraph 4
Conclusion

Explains key words, a topic or process in the question

Conclusion - Answer the question

Stage 3 - During...

Point

- I think that...
- I believe that...
- Some people think...
- One important issue is...
- One important consequence...

Evidence

- There is evidence that...
- An example of this...
- This is shown by...

Explanation

- This demonstrates...
- Therefore...
- As a result...
- This means...
- You could argue...
- The point being...



Reviewing T&L Strategies

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Take 5 or
give one,
get one

GCSE 2016 Geography

**Supporting
great
geography
teaching**





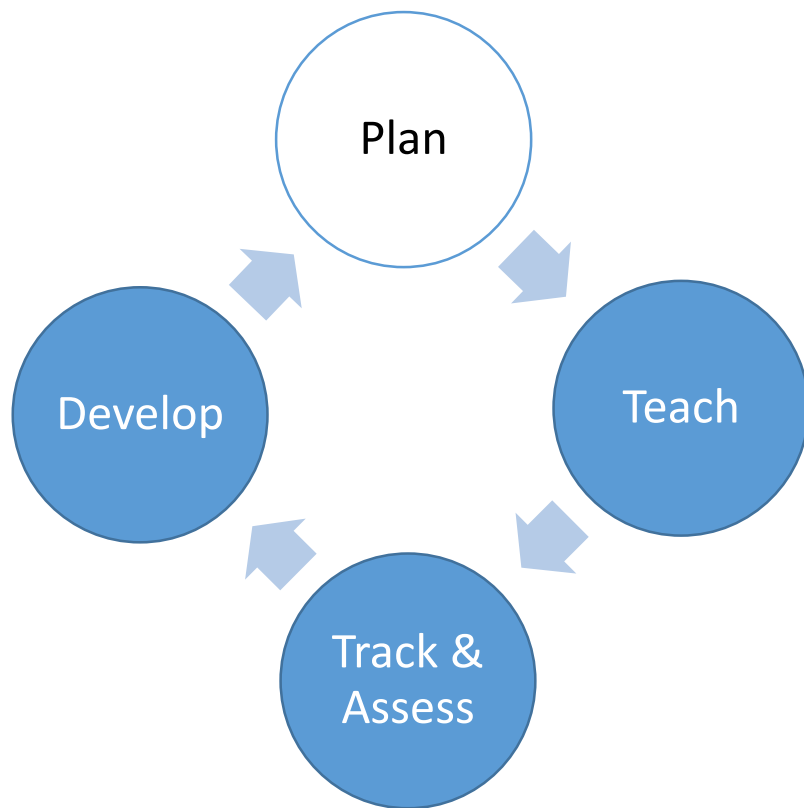
'Thinking Geographically'

GCSE Geography A&B 2016

- 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 great 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

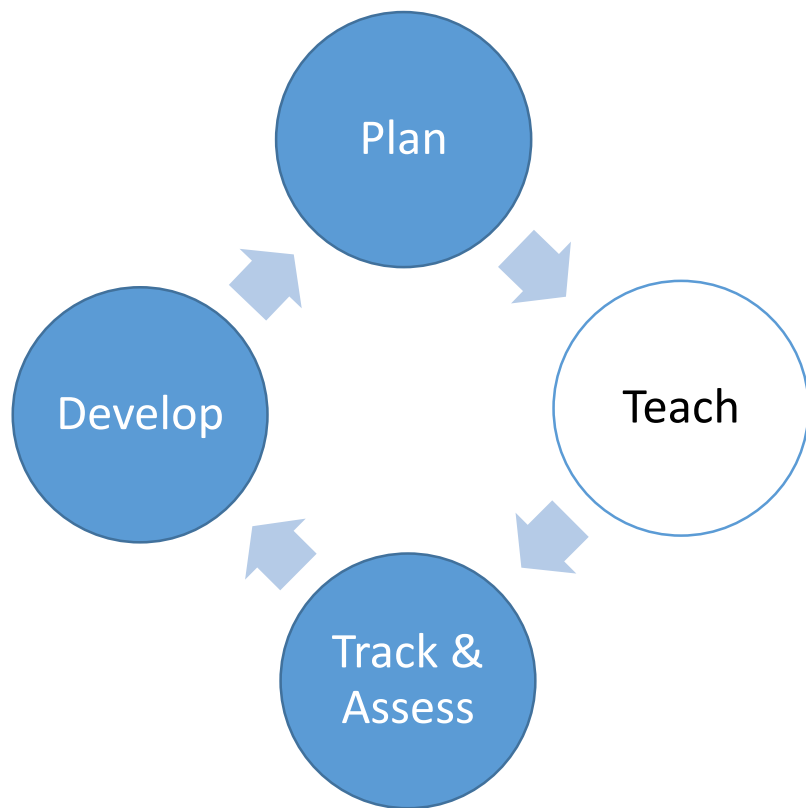
Published resources

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



Supporting great geography teaching

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Free support

- Field-trip and data skills worksheets
- Case studies of good fieldwork practice
- *Maths for Geographers* 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

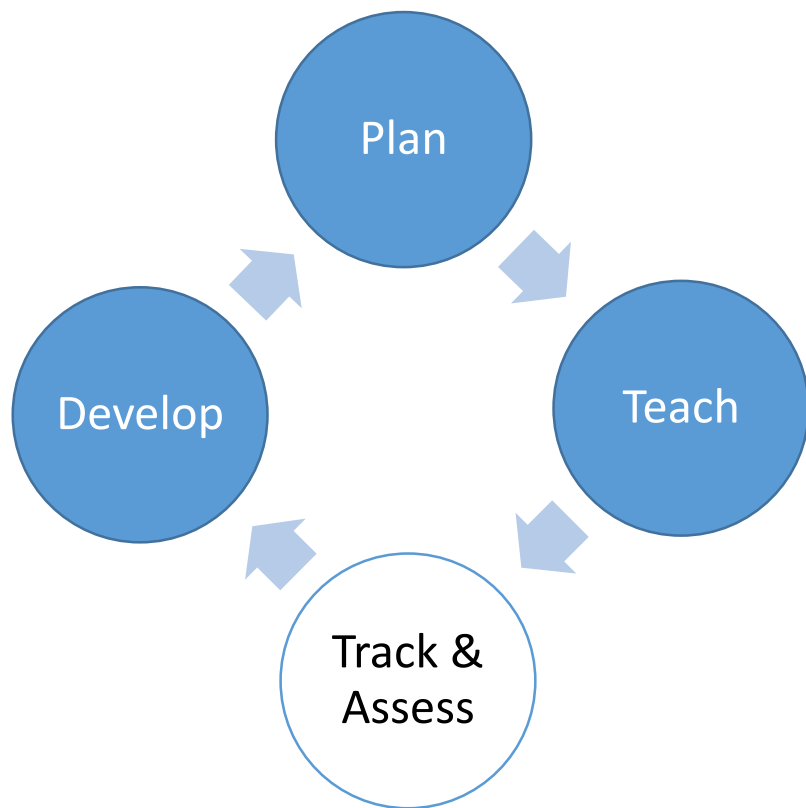


Thinking Geographically: **Maths and statistics**

- 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 great 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

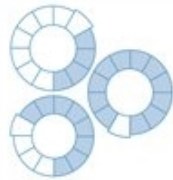


Thinking Geographically: **Literacy**

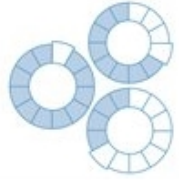
GCSE Geography A&B 2016

- 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



Progression Scale

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

Progression Maps

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

Assessments

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

Markbooks

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

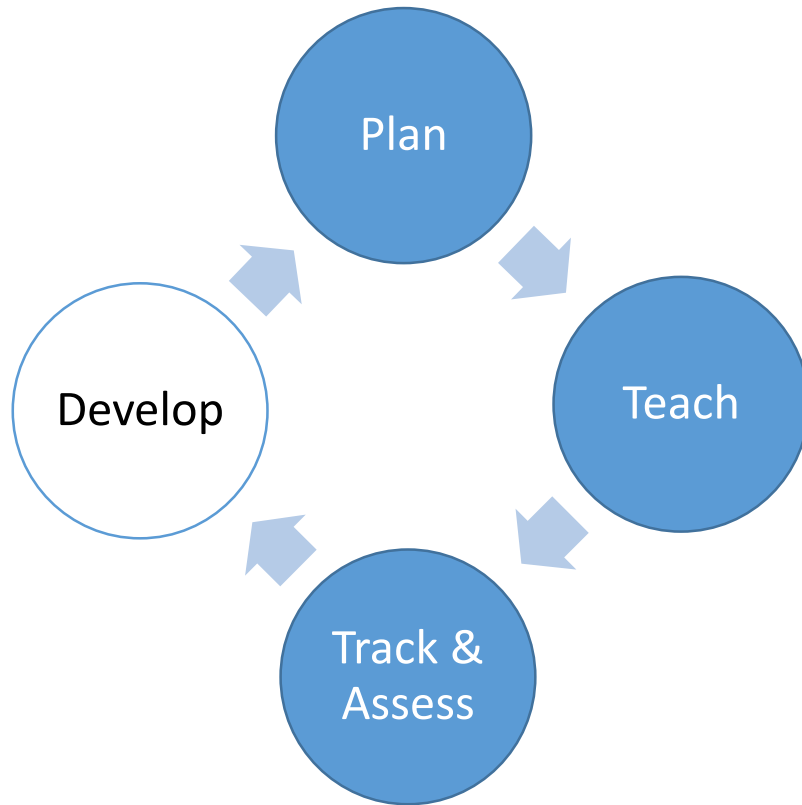
* A scale of 12 has been used to grade content and skills, and is calibrated to provide a simple measurement system where the expectation is that a student will achieve development of skills spanning one step of progress in an academic year. (Note: MFL differs here.)

** We provide the following assessments for free: Key Stage 3 baseline; Edexcel GCSE 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 great geography teaching

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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 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 28th 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 Education
- Oxford University Press
- Pumpkin Interactive
- ZigZag Education.

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



More support...

GCSE Geography A&B 2016

- Join us at Stands 12 and 13 to find out more!
- Sign up to Jon Wolton's updates: email teachinggeography@pearson.com.
- Visit the website for support materials: www.edexcel.com/geography.