

GCSE 2016 Geography

GCSE Geography A and B
Launch event





Agenda

- Introducing our new specifications
- GCSE reforms and new requirements for Geography
- Our approach
- Overview of new specification content

Break

- Overview of assessment
- Changes to grading and performance measures
- Support and resources
- Next steps



Geography for all

- Two specifications taking the most popular approaches to school geography
- The right balance of breadth and depth of study
- Detailed content that tells you what to teach
- Integrated and signposted geographical skills
- Manageable fieldwork requirements
- Clear question papers, command words and mark schemes
- Our *Thinking Geographically* pedagogy supports the teaching and learning of numeracy and literacy in geographical context



The GCSE reforms

- Updated content and assessment requirements from DfE and Ofqual
- Fully linear structure
- New 9-1 grading scale, with 9 the top level
- No tiering in Geography
- External examinations only
- No change to guided learning hours



Timeline

	2015	2016	2017	2018
Current 2012 specification	Summer series as normal	Summer series as normal	Final assessment	
New 2016 specification	First teaching of three-year GCSE	First teaching of two-year GCSE		First assessment

- The last available assessment for the current GCSEs will be June 2017
- The reformed GCSEs will be reported in the 2018 performance tables



Certificate and International GCSE

- **Level 1 / Level 2 Certificates:** will no longer count in tables when new GCSEs become available. For Geography, the 2017 results will be the last ones to count. The Edexcel Certificate in Geography will be withdrawn.
- **International GCSE** will continue to be offered for independent schools, but will not count in tables or attract funding.



New requirements for Geography

Why is there so much change?

- Breadth of study at the expense of depth of study
- Lack of location, place and context knowledge
- Lack of process knowledge to underpin exploration of geographical issues
- Lack of extended writing outside of controlled assessment
- No common core content to ensure progression



Key changes from 2016

New specifications to include DfE range of content:

Locational knowledge	Contextual case studies Spatial, cultural and political contexts
Maps, fieldwork and geographical skills	Including maths and statistics
Place: processes and relationships	Geography of the UK
Physical geography: processes and change	Geomorphic processes and landscapes Changing weather and climate
People and environment: processes and interactions	Global ecosystems and biodiversity Resources and their management
Human geography: processes and change	Cities and urban society Global economic development issues



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Our research

Research carried out since 2012 with:

- Hundreds of teachers from schools across the country in face-to-face interviews, phone interviews, focus groups and surveys
- Subject Expert Advisory Group, including representatives from GA, IoE, examiners, the teaching community and universities



Teacher research: key findings

- Manageable fieldwork requirements
- Fieldwork in one component
- Integrated skills clearly outlined within the content
- Extended writing opportunities where students can demonstrate what they know
- A DME should be included in an issue specification
- Clear content and assessment requirements
- Manageable content



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Our design principles

- Retain two approaches to GCSE Geography
- Clear and comparable course structures
- Coherent course of study 11-19
- Depth over breadth
- Integrated geographical skills
- A degree of prescription for fieldwork
- A UK component



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Our approach: two specifications

- Clear specification structures and identities:
 - Thematic approach split by physical/human
 - Integrated issues approach split by scale
- Detailed content that tells you what to teach
- Integrated and signposted geographical skills
- A manageable approach to fieldwork with prescribed environments and data collection
- Clear command words and mark schemes
- Clear distinction between overview (larger scale) and depth (smaller scale)



Overview of GCSE Geography A

Geography A: Geographical Themes and Challenges

	The Physical Environment	The Human Environment	Geographical Investigations
Content overview	<p>The changing landscapes of the UK Two studies from coastal, river or glaciated landscapes</p> <p>Weather hazards and climate change Two studies of tropical storms and drought</p> <p>Ecosystems, biodiversity and management Two studies of tropical rainforests and temperate deciduous woodlands</p>	<p>Changing cities Two studies including a UK city and a city in a developing or emerging country</p> <p>Global development A study of a developing or emerging country</p> <p>Resource management A study of energy or water</p>	<p>Fieldwork</p> <p>UK Challenges A study drawing across knowledge and understanding from The Physical Environment and The Human Environment relating to 4 key challenges facing the UK:</p> <ul style="list-style-type: none"> • resource consumption and environmental sustainability • settlement, population and economic • landscape • climate change
Assessment overview	37.5%; 90 marks 1 hour 30 minutes exam	37.5%; 90 marks 1 hour 30 minutes exam	25%; 60 marks 1 hour 15 minutes exam



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>Hazardous Earth Two studies of tectonic hazards and tropical storms</p> <p>Development dynamics A study of an emerging country</p> <p>Challenges of an urbanising world A study of a megacity in a developing or emerging country</p>	<p>The UK's evolving physical landscape</p> <ul style="list-style-type: none"> • Two studies of coastal and river landscapes and issues • Fieldwork investigation: physical/human interactions <p>The UK's evolving human landscape</p> <ul style="list-style-type: none"> • A study of cities and urban society • Fieldwork investigation: human 	<p>People and the biosphere</p> <p>Forests under threat</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%; 90 marks 1 hour 30 minutes exam	37.5%; 90 marks 1 hour 30 minutes exam	25%; 60 marks 1 hour 15 minutes exam



Two specifications – a comparison

Same

- Three components
- A UK paper
- Fieldwork in one paper
- Integrated geographical skills
- Assessment weighting, marks and exam time
- Fieldwork environments

Different

- 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



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How we've met the new criteria

Locational knowledge

- Within specific case studies
- Overall guidance

Maps and geographical skills

- Geographical skills integrated into course content and a full skills list provided at the end of the specifications



How we've met the new criteria

Fieldwork

Criteria requirement	Our approach	Detail
Two contrasting environments	Align fieldwork with course content	Four environments stipulated: <ul style="list-style-type: none">• 2 physical: coasts or rivers• 2 human: urban or rural
Own experience and unfamiliar contexts	Prescribed data collections methods	3 quantitative techniques 1 qualitative technique 2 secondary



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How we've met the new criteria

Geography of the UK

"Students must also study the UK as a country and draw across physical and human characteristics to summarise significant geographical features and issues"

Geography A: Mini UK synoptic in Paper 3: 10%

Geography B: Synoptic questions in Physical and Human in Paper 2: 6%



Discussion

- Which style of specification do you currently teach?
- Thinking about what you've seen, would you prefer to teach Geography A or Geography B?
- How much continuity is there with your current course?
- What are the strengths of your preferred specification?
- What will you need the most support with?



Assessment objectives

A01	Demonstrate knowledge of locations, places, processes, environments and different scales.	15%
A02	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%
A03	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements .	35%
A04	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	25%



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Assessment principles

- Assessments that provide support and stretch
- Ramped demand within papers and across the entire qualification
- The same assessment structure across both specifications
- Command words linked to particular skills and mark tariffs
- Clear and consistent levels based mark schemes
- AO4 (skills) to be integrated into each assessment



Geography A – Assessment overview

Content	Total marks	Time (minutes)	Max. mark tariff
PAPER 1: The Physical Environment			
Section A: The changing landscapes of the UK	30	30	2 x 6 marks
Section B: Weather hazards and climate change	30	30	1 x 8 marks
Section C: Ecosystems, biodiversity and management	30	30	1 x 8 marks
PAPER 2: The Human Environment			
Section A: Changing cities	30	30	1 x 8 marks
Section B: Global development	30	30	1 x 8 marks
Section C: Resource management	30	30	1 x 8 marks
PAPER 3: Fieldwork and UK Challenges			
Section A: Geographical Investigations – physical	18	22.5	1 x 6 marks
Section B: Geographical Investigations – human	18	22.5	1 x 6 marks
Section C: UK Challenges	24	30	1 x 10 marks



Geography B – Assessment overview

Content	Total marks	Time (minutes)	Max mark tariff
PAPER 1: Global Geographical Issues			
Section A: Hazardous Earth	30	30	1 x 8 marks
Section B: Development dynamics	30	30	1 x 8 marks
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	45	45	1 x 8 marks 1 x 6 marks
Section B: The UK's evolving human landscape	45	45	1 x 8 marks 1 x 6 marks
PAPER 3: People and Environment Issues – Making Geographical Decisions			
DME	60	75	1 x 12 marks



Command words

Identify/State/Name
Define
Calculate
Label
Draw
Compare
Describe
Explain
Suggest
Examine
Assess
Evaluate
Discuss
Select and justify

- Command words and definitions are published in our specifications
- 2 unique command for Spec A: Examine and Discuss
- 1 unique command for Spec B: 'Select and option and Justify your choice'



Ofqual feedback

- Pearson's 2016 draft GCSE Geography specifications and sample assessment materials have not yet been accredited by Ofqual
- All awarding bodies are currently responding to Ofqual feedback and making amendments to their draft materials.
- We are working to make some changes to our approach to fieldwork in order to enable more centre choice and also to some of our questions and mark schemes.

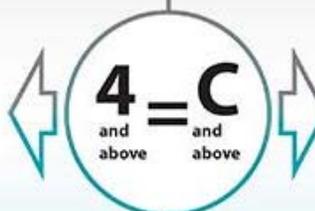


Discussion

- How clear are the assessment requirements?
- How clear is the differentiation?
- What are the strengths?
- What are you most concerned about?



9–1 grading

NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>4 = C and above and above</p> </div> <div style="font-size: small;"> <ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. </div> </div>									
A*		A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE									

- Broadly the same proportion of students will achieve a **grade 4** and above as currently achieve a **grade C** and above.
- Broadly the same proportion of students will achieve a **grade 7** and above as currently achieve an **A** and above.
- The bottom of **grade 1** will be aligned with the bottom of **grade G**.



Progress 8

- Progress 8: based on students' progress measured across eight subjects: English; maths; three other EBacc subjects (sciences, computer science, geography, history and languages); and three further subjects.
- Attainment 8: pupils' average achievement in the same suite of subjects as the Progress 8 measure.
- EBacc: A* -C in English, maths, two sciences, a humanities (history or geography) and a language.



Planning the new course

- Choose the same country for the development study and urban study *or* choose a different country for each
- When to carry out fieldwork – alongside content?
- Building in revision time
- Integrating the UK synoptic challenges content
- Case studies based on country studies delivered in KS3



Supporting you through change

What you've told us that you need support with:

- Fieldwork
- Maths and statistics
- New subject content
- Literacy in extended writing



Supporting you through change

Support for planning

- Guidance on how to construct a course
- Editable course planner/scheme of work
- Topic booklet

Support for assessment

- Additional specimen papers
- Student exemplars with commentary
- Mock marking training



Fieldwork for all

- Support with embedding high quality fieldwork
- Exemplars
- Sharing good practice
- Networking
- Fieldwork specialists to answer your questions



Thinking Geographically: Maths and statistics

- Based on the **proven approach** of Pearson Maths
- 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.
- Ensuring **terminology and approach** is consistent **with Maths**, so students can make links between subjects.



Thinking Geographically: literacy



- Based on the proven approach of Pearson English: *Grammar for Writing*
- Working with Exeter University, our approach will help teachers support literacy in geography
- Exeter University will analyse student exam scripts 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.



Published resources

We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.

To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers, including ourselves.

However, it is not necessary to purchase endorsed resources to deliver our qualifications.



Endorsed resources*

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

- **Hodder Education:** Supporting Edexcel GCSE Geography A with a brand new edition of the bestselling Tomorrow's Geography Student's Book.

- **Oxford University Press:** Publishing for Edexcel GCSE Geography B www.oxfordsecondary.co.uk/edexcelgcsegeog16.

- **Pearson:** Resources offering comprehensive support for the new Edexcel GCSEs, bringing geography to life for you and your students.

- **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.

*These resources have not yet been endorsed. This information is correct as of 9th April 2015, but may be subject to change.



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Next steps

- Please complete your evaluation form for today's event – in your pack
- Sign up to Jon Wolton's updates: email teachinggeography@pearson.com
- Visit the website to download further copies of the draft specification and support materials: www.edexcel.com/gcsegeography16
- Look out for information about our Getting Ready to Teach events