

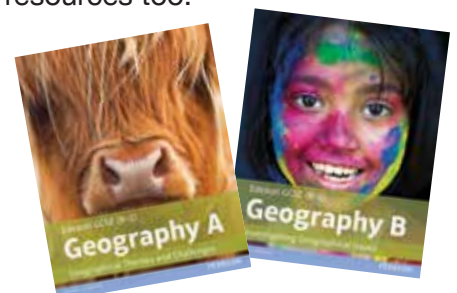
GCSE (9-1) Geography

Geography for all

Discover our new qualifications for 2016



Look out for Pearson's published resources too!



Edexcel GCSE (9–1) Geography

This brochure will guide you through our two new specifications accredited for first assessment from summer 2018:

Geography A: Geographical themes and challenges

This specification takes a **thematic approach**, with content organised by physical and human environments. It also enables students to explore the people-environment challenges we face in the UK.



Geography B: Investigating geographical issues

This specification offers an **issues-based approach** with content organised by UK and global geography. It also includes a decision-making paper, which allows students to investigate people-environment issues on a global scale



We'll outline how our specifications will engage all your students, as well as the unparalleled support and resources you can expect from us.

We offer:

- 🌐 clear specifications you can teach with confidence... **Pages 4–5**
- 🌐 a meaningful and clearly structured approach to fieldwork... **Page 6**
- 🌐 targeted and practical support to help students think geographically... **Page 7**
- 🌐 assessments that gives every student the chance to succeed... **Pages 8–13**
- 🌐 expert support every step of the way... **Pages 14–19.**

Geography for all

Geography matters. That's why our brand-new qualifications encompass a wide range of contemporary themes and issues, so students can understand the world around us and what could impact its future.

There are different ways to teach a subject as diverse as geography. We've worked with hundreds of practising teachers and the geography education community to create qualifications to help students become confident and successful geographers. With two specifications to choose from, you can teach the topics and themes using the approach that'll work best for you and your students.

Courses shaped for you and your students. Alongside specifications designed to engage your classes, our assessments are built to encourage every student to best show what they know and can do. Our support also goes that step further to help your students master the key skills at the heart of being confident and capable geographers able to collate, interpret and articulate their findings. What's more, we've got tools and published resources to help you plan, teach, track and assess our courses with confidence too.

“Geography is a subject which holds the key to our future.”

Michael Palin

Look out for Pearson's published resources on pages 7, 13, 15 and 16!



Clear specifications you can teach with confidence

With help from hundreds of teaching professionals and the geography education community, we've created qualifications we know teachers want to teach and students want to study.

Two distinct specifications with familiar approaches

- 🌐 **The choice is yours.** With two specifications on offer, you can teach topics and themes using the approach that will best suit you and your students.
- 🌐 **The topics and themes are proven to engage you and your students.** We've kept the popular specification topics you've told us students want to learn, as well as introducing new content based on what you've said you'd like to start teaching.

Straightforward specifications you can trust

- 🌐 **It's clear where students need a broad overview or depth of geographical understanding.** Our specifications include signposted 'geographical overview content' and 'geographical depth content', so you know the level of depth to cover in lessons.
- 🌐 **Based on your feedback, we've highlighted where and how to cover geographical skills in lessons.** To help you create coherent courses that meet the new requirements, practical suggestions for integrating geographical skills into lessons are included throughout the specifications. We've also clearly set out synoptic elements of the specification content, so you can prepare your students for synoptic exam questions with confidence.
- 🌐 **There's clarity and choice when it comes to case studies and located examples.** Students only need to study three in-depth case studies for each course. 'Located examples', which could be nested within the in-depth case studies, are also suggested to help develop the course content. This means you can choose the case studies and located examples, and plan lessons around your expertise and resources.

Geography A: Geographical Themes and Challenges

	The Physical Environment	The Human Environment	Geographical Investigations: Fieldwork and UK Challenges
Content overview	The changing landscapes of the UK <ul style="list-style-type: none"> 2 studies from coastal, river or glaciated landscapes Weather hazards and climate change <ul style="list-style-type: none"> 2 studies of tropical storms and drought Ecosystems, biodiversity and management <ul style="list-style-type: none"> 2 studies of tropical rainforests and temperate deciduous woodlands 	Changing cities <ul style="list-style-type: none"> 2 studies including a UK city and a city in a developing or emerging country Global development <ul style="list-style-type: none"> A study of a developing or emerging country Resource management <ul style="list-style-type: none"> A study of energy or water 	Fieldwork <ul style="list-style-type: none"> One physical and one human investigation UK Challenges <ul style="list-style-type: none"> A study drawing across The Physical Environment and The Human Environment. Students use geographical skills to investigate a contemporary challenge drawn from one or more of key themes: <ul style="list-style-type: none"> Resource consumption and environmental sustainability Settlement, population and economics Landscape Climate change
Assessment overview	✓ 37.5% ⚖️ 94 marks 🕒 1 hour 30 minutes	✓ 37.5% ⚖️ 94 marks 🕒 1 hour 30 minutes	✓ 25% ⚖️ 64 marks 🕒 1 hour 30 minutes



Geography B: Investigating Geographical Issues

	Global Geographical Issues	UK Geographical Issues	People and Environment Issues – Making Geographical Decisions
Content overview	Hazardous Earth <ul style="list-style-type: none"> Studies of tropical storms and tectonic hazards Development dynamics <ul style="list-style-type: none"> A study of an emerging country Challenges of an urbanising world <ul style="list-style-type: none"> A study of a mega city in a developing or emerging country 	The UK's evolving physical landscape <ul style="list-style-type: none"> 2 studies of coastal and river landscapes and issues Fieldwork investigation: physical The UK's evolving human landscape <ul style="list-style-type: none"> Case study of a dynamic UK city Fieldwork investigation: human 	People and the biosphere Forests under threat Consuming energy resources <ul style="list-style-type: none"> All three topics will form the basis of a decision-making exercise where students draw together understanding and skills from the whole course.
Assessment overview	✓ 37.5% ⚖️ 94 marks 🕒 1 hour 30 minutes	✓ 37.5% ⚖️ 94 marks 🕒 1 hour 30 minutes	✓ 25% ⚖️ 64 marks 🕒 1 hour 30 minutes



Discover more about our courses online at:
www.edexcel.com/gcsegeography16.

A meaningful and clearly structured approach to fieldwork

Fieldwork is at the heart of our specifications, because it's the best way for students to experience geography in action.

- 🌐 **Each fieldwork task matches what students will have studied.** The range of fieldwork tasks to choose from is aligned with course content, so students can understand and apply what they've learned in the field.

Geography A

- 🌐 Physical environments: either river landscapes or coastal landscapes
- 🌐 Human environments: either central/inner urban area or rural settlements



Geography B

- 🌐 Physical environments: either coastal change and conflict or river processes and pressures
- 🌐 Human environments: either dynamic urban areas or changing rural areas



- 🌐 **We've specified fieldwork tasks and parameters for primary and secondary data collection** for each environment, so you can be confident students are meeting the fieldwork requirements.
- 🌐 **Our fieldwork tasks help students apply what they know to the exams.** Each element in the assessments will be set in the environment where students carried out their fieldwork. This means students can have confidence in applying what they know to exam questions about their own fieldwork and unseen fieldwork data based on the same environment.
- 🌐 **Fieldwork tasks and environments will stay the same throughout the lifetime of the courses**, meaning you can spend less time on planning and more on making geography memorable in the field.

Targeted and practical support to help students think geographically

Like you, we want to support your students in becoming confident, capable and successful geographers. That's why we've worked with experts in geography, maths and literacy to develop our approach to help your students think geographically. This forms the basis of our **most comprehensive support offering** ever, and includes tools and materials to nurture your students' abilities to:

- ask geographical questions
- learn about places, patterns and processes
- use, interpret and analyse geographical data
- use geographical terminology confidently in their writing.

Thinking Geographically with Edexcel GCSE (9–1) Geography qualifications

- Specification guidance and worksheets** to help integrate key skills into lessons
- Accessible exam command words**
- Free guide to *Maths for Geographers***
- Free guidance on literacy skills** based on student responses to the sample assessment materials
- Free GIS lesson plans and worksheets**
- Free guide to planning high-quality fieldwork**
- Free case studies** of good fieldwork practice
- Free examples of fieldwork methodology worksheets**
- Free tracking and assessment tools** to guide your students' progress (see pages 16–17 for details)

Thinking Geographically with our Pearson resources

- Targeted activities to help students confidently master mathematical and statistical skills** they can apply to their investigations and exam work. These exercises adopt the terminology and draw upon proven approaches used by Pearson Maths.
- Tailored activities focused on improving geographical writing skills**, particularly with extended writing. Based on the proven *Grammar for Writing* approach developed by the University of Exeter, the exercises tackle issues identified in past exam series, and target the writing requirements of the new exams.
- Student Books that include modelled fieldwork investigations and activities** to support students' enquiry skills for fieldwork studies in the specifications.
- Assessments underpinned by the Pearson Progression Scale** to help you track and guide your students' progress in developing geographical skills and knowledge (see pages 16–17 for details).

Assessments that give every student the chance to succeed

Our assessments are designed to encourage all students to show what they know and understand about geography to the best of their ability.

Clear question papers

- 🌐 **Exam papers will have clear and simple instructional text**, so each student can understand what they're being asked to do.
- 🌐 **Gradual ramping of demand** throughout sections and papers motivates all students to engage with every part of the exams.
- 🌐 **Command words are used consistently** to assess particular skills, making it clear the type of response that is required.

Command word definitions **will stay the same** for the lifetime of the qualifications and, together with question styles, will enable students to focus on **'thinking geographically'**.

'Assess' requires consideration of all factors identifying which are the most important.

'Discuss' will always be used for the synoptic question in Geography A and requires exploring strengths and weaknesses of the different sides of an argument.

	Marks					
	1	2	3	4	8	12
Identify/State/Name	🌐					
Define	🌐					
Calculate	🌐	🌐				
Label	🌐	🌐				
Draw		🌐	🌐			
Compare			🌐			
Describe		🌐	🌐			
Explain		🌐	🌐	🌐		
Suggest		🌐	🌐	🌐		
Examine*					🌐	
Assess					🌐	
Evaluate					🌐	
Discuss*						🌐
Justify**						🌐

Command words will be **used consistently** to assess particular skills and across mark tariffs.

'Evaluate' requires reviewing information and bringing it together to form an evidence based conclusion.

'Justify' will always be used for the synoptic question in Geography B. It requires selecting one option and justifying the choice.

Command words marked with a * are used only in Geography A; those marked with a ** are used only in Geography B.

What assessment will look like

Question 2 from our Edexcel GCSE (9–1) Geography A sample assessment materials demonstrates how we might assess optional sub-topic '1A: Coastal landscapes and processes'. In particular, 2a (iv) is an example of an extended-response question that targets AO3 (4 marks) and AO4 (4 marks).

Each question starts with **accessible** items all students can tackle with confidence. The question then **ramps in demand**, finishing with an extended-response question for 8 marks.



(Source: thetimes.co.uk/tto/multimedia/archive/00361/117597242_361456c

Figure 1

A diagram showing a stretch of coastline in Southern England

Answer only two questions from Question 2 (Coastal landscapes and processes), Question 3 (River landscapes and processes) and Question 4 (Glaciated upland landscapes and processes).

Question 2: Coastal landscapes and processes

If you answer Question 2 put a cross in the box ☐.

Coastal landscapes are constantly being changed by different processes.

2 (a) Study Figure 1 in the Resource Booklet.

(i) Identify **one** erosional landform shown in the coastal landscape on Figure 1. (1)

(ii) State **one** type of biological weathering that might have an impact on this landscape. (1)

(iii) Rip rap is an example of hard engineering.

Explain **one** way rip rap helps protect coastal landscapes. (2)

'Explain' questions require a justification or exemplification of a point. They will always carry 2, 3 or 4 marks, depending on whether a figure is used or if more than one point is expected.

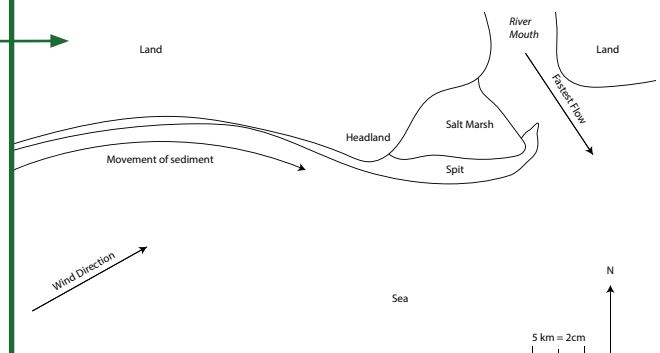
The **'ramping up'** of demand is consistent throughout exam questions and papers for both courses so all students can successfully engage with every part of the exams.

(iv) Study Figure 2.

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

'Examine' questions will only be found in the Geography A exam papers. They will always be resource based and carry 8 marks (4 marks targeting AO3 and 4 marks targeting AO4).

A diagram showing a stretch of coastline in Southern England



(Source: David Holmes)

Figure 2

Straightforward level-based mark schemes

- The **level-based mark schemes** used to assess the 8-mark and 12-mark extended-response questions are explicit about the type of response and skills required.
- Our mark schemes classify **level descriptors** as distinct 'traits', so you can see how individual traits progress across levels.
- There's a **consistent approach** across questions that test the same assessment objectives and comparable qualities, so you can focus on the geographical skills and understanding rather than mechanics of individual questions.
- Our mark schemes are **designed in a similar way at AS and A level** too, so students can see how to progress in their geography studies across the Key Stages.

AO3 Apply understanding of physical processes at the coast:

Which physical processes are involved in the formation of a spit?

What are the various steps involved in longshore drift?

How is the shape of a spit affected, and what specific factors are prevalent in Figure 2?

Question number	Indicative content
2(a)(iv)	<p>A03 (4 marks)/A04 (4 marks)</p> <p>A03</p> <ul style="list-style-type: none"> Wave direction is determined by the prevailing wind resulting in the wash proceeds up the beach at an angle to the coast. Sediment is moved along the coast. The swash pushes sediment up the beach, its direction determined by the prevailing wind. The back wash causes material to move back down the beach at right angles to the coast. The swash/back wash process produces a zig zag movement of sediment along the coast. Over time, large amounts of material can be transported along the beach. Where the coast changes direction, material is deposited offshore. Over time, there is a buildup of material off the coast – this forms a spit. Long-shore drift is a dominant process in maintenance of the spit. Once material moves to the east of the headland, there is a lower energy environment, allowing deposition to occur, which encourages the deposition of fine materials resulting in the creation of mudflats/a salt marsh area. Over time, the spit can develop a hook/become recurved and its shape is influenced by both river currents/tidal movement and localised wind in the estuary mouth. The estuary is important in the diagram as it limits the growth of the spit due to the deep water and the currents. Transportation occurs until a change in direction of the coastline. <p>A04</p> <ul style="list-style-type: none"> The prevailing wind is south-westerly. The long shore drift is moving west to east. There is evidence of a narrow strip of beach/sand in front of the mainland (before the headland). There is fast water flowing out of the river mouth in a north south direction. The landform is a recurved spit, which curves towards the north/mouth of river estuary. Behind the spit there is a build-up of sediment forming a salt marsh area.

AO4 Use geographical skills to interpret information in Figure 2:

Consider the geographical direction that various factors are operating from.

What features of the spit can be specifically identified in Figure 2?

Mark schemes will be used consistently for our 8-mark 'Examine' questions in GCSE Geography A.

Level descriptors are clear and detailed.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	4–6	<ul style="list-style-type: none"> 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) Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	7–8	<ul style="list-style-type: none"> 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) Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Communication of findings (AO4):

Level 3:
Uses relevant geographical terms consistently whereas a Level 2 answer may use relevant geographical terms occasionally.

Supported judgements (AO3):

Level 3: Judgements about how this spit was formed. This should always be supported by **specific evidence** from Figure 2, broken down into individual processes. However, a Level 2 answer may only use limited evidence from the figure.

Quality of argument (AO3):

Level 3: A balanced and well-developed argument. In Question 2a (iv), the student must present a coherent understanding of how **all** the processes involved in spit formation are interrelated.

Explore sample assessment materials for both specifications at:
www.edexcel.com/gcsegeography16.

Supporting you every

Our support takes many forms, all with the aim of helping you plan, teach, track and assess our new Edexcel GCSE (9–1) Geography A and B courses with confidence. From free events and materials to paid-for published resources, much of this support is already available for you to get started with now.

Subject support

Got questions about the new course? Send them along to Jon Wolton, your Subject Advisor. You can sign up to receive emails from us and be kept up to date about training events, news and government announcements, entry deadlines and much more.

If you'd like to also speak to one of our geography experts about our specifications, or how best to design a course to suit your school, let us know at:

☎ 0207 010 2185

✉ TeachingGeography@pearson.com

🐦 Jon on @GeogAdvisor

www.edexcel.com/gcsegeography16



Jon Wolton
Geography Subject Advisor



step of the way

Plan

When it comes to planning, we'll provide support and resources to help you design your course and get ready to teach our new Edexcel GCSE (9–1) Geography qualifications.

Free support

- **Getting Started Guides** to help you prepare for first teaching, with an overview of each specification and changes to content and assessment.
- **Editable two-year and three-year GCSE course planners** that you can adapt to suit your school and create long-term plans.
- **Schemes of work** for every topic.
- **Mapping documents** highlighting similarities and differences between your current GCSE Geography specifications (from any Awarding Organisation) and our new Edexcel specifications.
- **Guide to planning high-quality fieldwork around your teaching** developed with the Field Studies Council to ensure that field trips are meaningful and successfully prepare students for the examinations.



More from our Pearson resources

Lesson plans with differentiation ideas

With our new ActiveLearn Digital Service, you'll get lesson plans linked to the Edexcel schemes of work to help you teach the key new content and requirements. They also contain differentiation ideas to help you keep all your students engaged and making progress, and worksheets to make delivering your lessons even easier.

ActiveLearn
Digital Service

Find out more at
www.pearsonschools.co.uk/gcsegeography16

Teach

When it comes to teaching, we'll provide support and resources to help you guide your students' learning and success throughout the courses.

Free support

- 🌐 **Topic booklets** with a teacher's overview of every topic, a student timeline and a list of useful materials for you and your students.
- 🌐 **Field-trip methodology worksheets and case studies of good fieldwork practice.** Using the Field Studies Council's wealth of experience with geography field trips, these case studies will ensure that the benchmark for good fieldwork is clearly understood by both you and your students.
- 🌐 **Materials to help develop geographical skills**, including skills worksheets, a *Maths for Geography* booklet, and full lesson plans (with worksheets) that develop students' understanding of GIS.



Paid-for published resources

We're 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 paid-for resources, produced by a range of publishers, including ourselves. However, it is not necessary to purchase endorsed resources to deliver our qualifications.

Please note: the resources listed overleaf have not yet been endorsed. All information is correct at the time of going to print, and is subject to change.

Endorsed resources will be available at www.edexcel.com/resources.



Geography for all

Pearson's paid-for resources will support you in delivering Edexcel GCSE (9–1) Geography A and B specifications, and help your students become confident and articulate geographers able to access and develop the skills needed for the new assessments.

New resources from spring 2016 include:

● **Student Books for each specification**

(also available as ActiveBooks and Kindle editions), series edited by John Hopkin.

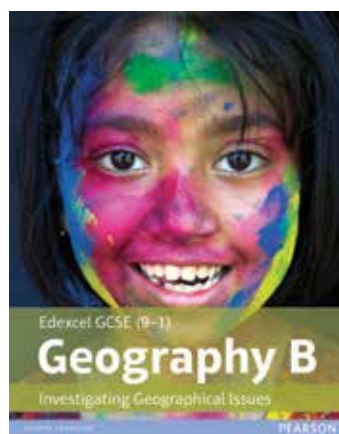
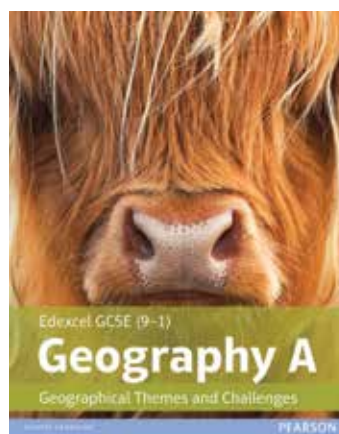
These engaging textbooks will guide you and your students throughout the new courses, from support with developing key geographical, mathematical and literacy skills, to offering sample answers and commentaries, to help with all the new assessment requirements.

● **ActiveLearn Digital Service** including:

- front-of-class Student Books
- lesson plans with differentiation ideas
- worksheets and end-of-unit assessments.

ActiveLearn
Digital Service

● **Revision Guides and Revision Workbooks.**



Sign up to get a free Evaluation Pack
www.pearsonschools.co.uk/geography16ep

Other publishers looking towards getting their resources endorsed include:

- Hodder Education
- Oxford University Press.



Track and assess

When it comes to tracking progress and preparing for assessment, we'll provide support and resources to help you and your students throughout the course.

Free support

• **Additional specimen papers** to help you become familiar with the new style of exams and to give students practice papers you can use to pinpoint and guide their progress.

• **Student exemplars** and **examiner commentaries** available for first teaching to help you and your students understand the standard that's expected.

• **ResultsPlus**

ResultsPlus provides the most detailed analysis available of your students' exam performance. Widely used by teachers across the country, this free online service enables you to identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of geography.

www.edexcel.com/resultsplus

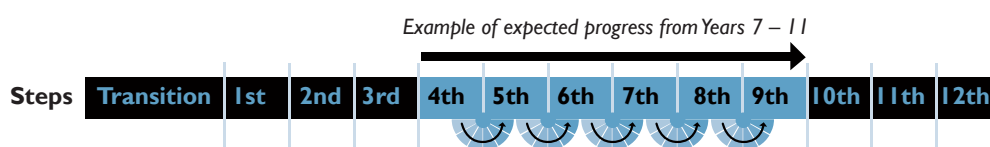
• **examWizard**

examWizard is a free exam preparation tool containing a bank of past Edexcel GCSE Geography exam questions, mark schemes and examiners' reports.

www.examwizard.co.uk

The Pearson Progression Scale

The Pearson Progression Scale is a progression model designed to help track progress in geography. The Scale defines 12 steps of progress in geography for students between the ages of 11 and 16. Progress is defined along different 'strands' covering the second-order concepts at the core of the GCSE qualification, and the necessary acquisition and understanding of geographical knowledge. The average student is expected to make one step of progress per year.



Show the progress your students are making

Download a free, ready-made and editable Progression Scale and Map, covering ages 11-16, representing how learning progresses in geography and how the understanding and skills build upon each other at www.pearsonschools.co.uk/geographyprogress.

Develop

When it comes to Professional Development, we're running events to support you in the run-up to first teaching and beyond. What's more, these events also count towards your CPD hours.

Free Getting Ready to Teach events

At these events, our experts will guide you through:

- 🌐 strategies for planning the new courses
- 🌐 teaching approaches for the specification content including new topics
- 🌐 devising high-quality fieldwork and integrating GIS into teaching
- 🌐 what's changing in the GCSE assessment requirements
- 🌐 approaching the new fieldwork and synoptic questions
- 🌐 helping your students prepare for the new GCSE exams.

Book your place at: [www.edexcel.com/geog16 training](http://www.edexcel.com/geog16training).

“

“Best support for GCSE I have been on for years, I really needed the support on offer today. Thank you.”

Event attendee

”

GCSE Geography: key facts

The following changes will apply to all awarding organisations' specifications.

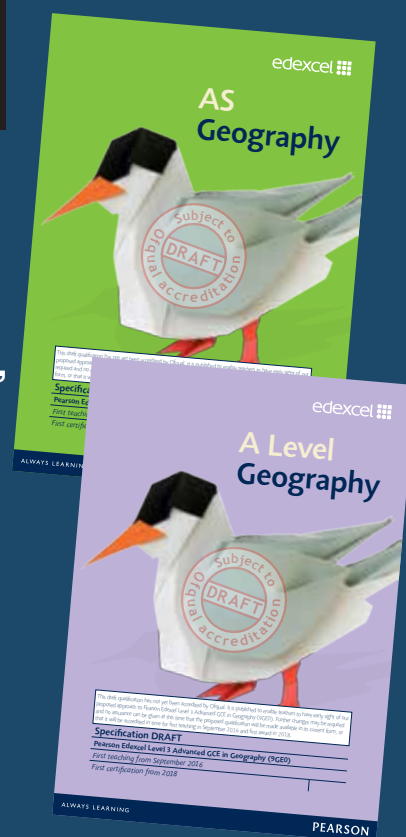
- 🌐 The requirements for carrying out and assessing **fieldwork** have changed:
 - 🌐 Fieldwork needs to be carried out in two contrasting environments
 - 🌐 It must include exploration of physical and human processes, and the interactions between them
 - 🌐 Fieldwork will no longer be assessed by Controlled Assessment but
 - 🌐 Students will be assessed on their own experience of fieldwork and fieldwork in unfamiliar contexts.
- 🌐 There will be an **increased emphasis on the Geography of the UK**.
- 🌐 There's also an **emphasis on locational and place knowledge** in case studies.
- 🌐 **Geographical skills** – more emphasis on cartographic, numerical and statistical skills in geography.
- 🌐 There will **no longer be Higher and Foundation tiers**, so all students will take the same exam papers.
- 🌐 There will be a **new grading 9–1 system** (top grade = 9).

Compulsory core content set by the Department for Education	
Locational knowledge	Global ecosystems and biodiversity
Geography of the UK	Resources and their management
Maps, fieldwork and geographical skills	Cities and urban society
Geomorphic processes and landscape	Global economic development issues
Changing weather and climate	

Like what you've seen?

Take a look at our new **Edexcel AS and A level Geography!**

- Designed specifically to build upon the new Edexcel GCSE (9–1) Geography courses.
- Flexible and logical content structure, which facilitates co-teaching.
- Engaging, contemporary, issues-based approach
- Assessments that offer all students the chance to succeed
- Meaningful fieldwork opportunities for all
- Comprehensive support for developing skills



Discover more at: www.edexcel.com/ALGeogMore

Get in touch

For queries, information and support, we're here to help.

Call us on: **020 7010 2185**

Email us: **TeachingGeography@pearson.com**



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