

**Course Title: Getting Ready to Teach  
Pearson Edexcel International  
Advanced Level (IAL) in Geography**

**Event Code: 16IOAG03**

# Your Online Environment



- ☐ Technical Difficulties & Support

- ☐ Recording

- ☐ Communication in an online environment

- ☐ Asking Questions

- ☐ Using Polls

- ☐ Downloading Documents

## Aims and Objectives

To help delegates gain an insight into the structure and content of the new International A level in Geography

To identify areas that are new and help delegates explore methods of presenting both new and old material

To offer delegates support so that they may deliver the new specification with confidence

To offer advice and respond to questions about the assessment process

# Session Agenda



**Please amend**

16:00 Introductions

16:10 Session 1 - An overview of the new AS specification – Units 1 and 2

16:50 Session 2 – An overview of the new A2 specification – Units 3 and 4

17:40 Session 3 – Ideas and options for delivery

17.50 Session 4 – Review of the support and resources available

18:00 Finish

**Polls to  
get to  
know the  
delegates**

## Overview of new IAL Geography specification

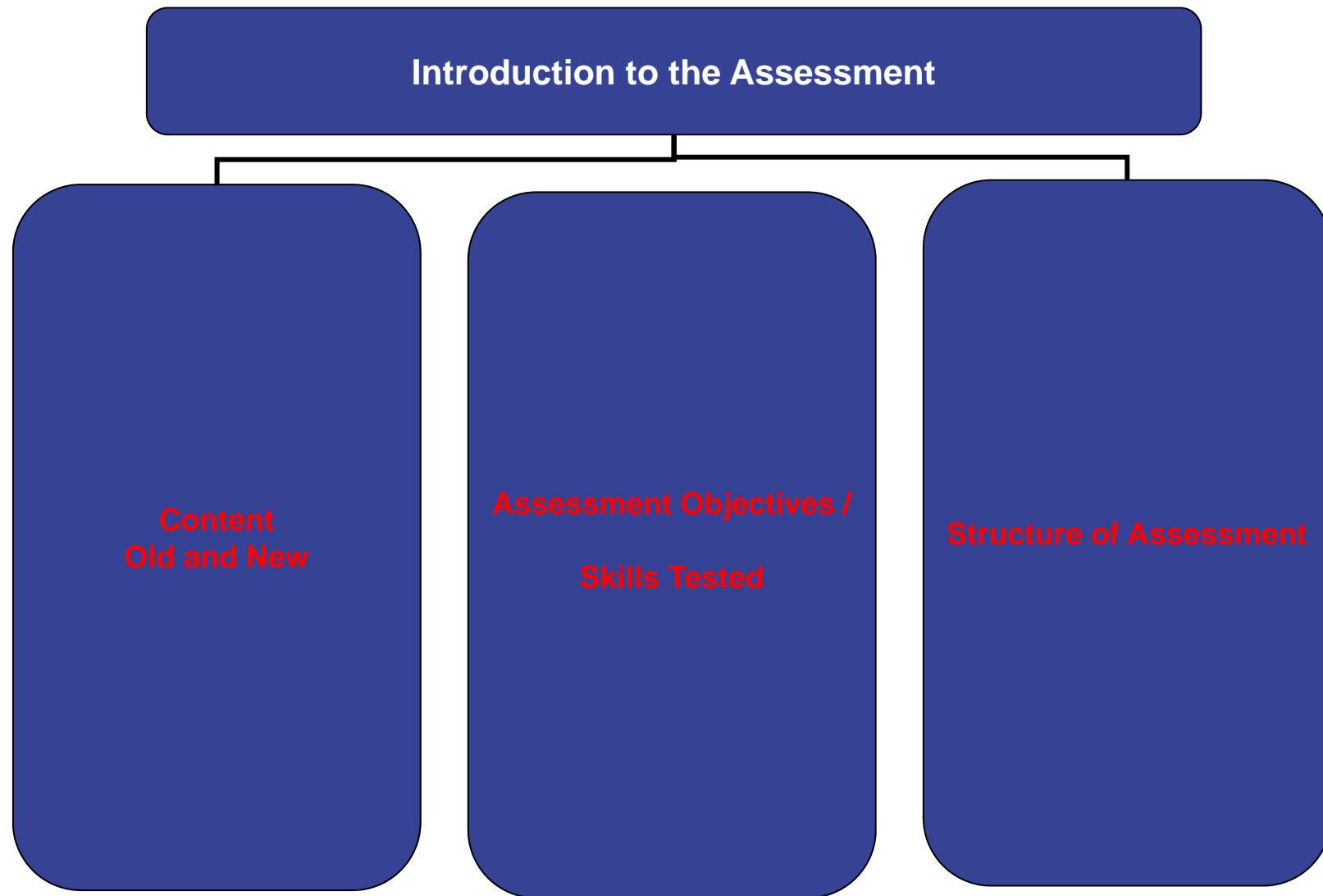
Based on GCE  
2008 specification  
structure with best  
features retained

Contents updated  
to reflect a  
changing world and  
research patterns  
in Geography

Choice within units  
for centres to  
select according to  
their strength

AS/A2 split  
retained with AS  
contributing to A  
level

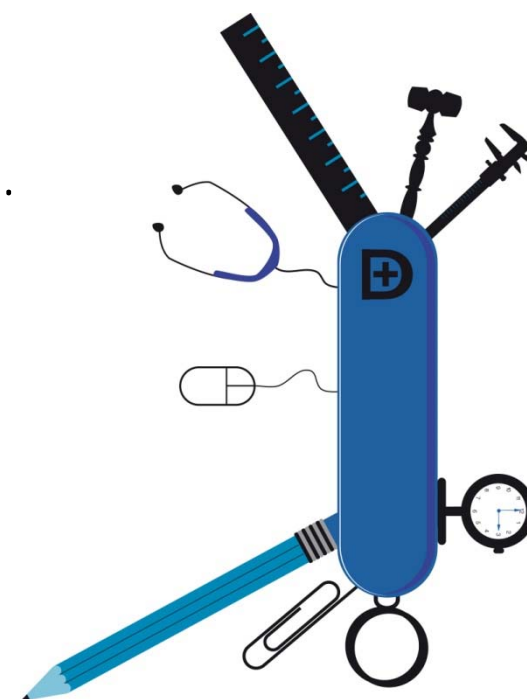
Assessment  
available both in  
January and June  
with opportunity to  
resit



## Review Activity

Please review the QP and MS for Unit 1  
Use the RB as appropriate for each question. LG2

Questions?





## Slide 8

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### LG2

sorry Nigel but this statment does not read clearly to me  
would this be better:

"Use the RB as appropriate for each question"

Lucy Greenslade, 16/02/2016

# A review of the content and structure –

## AS Unit 1 LG4

- All content compulsory
- 90 raw marks translating into 120 UMS in an 1hr 45 minute examination
- Covers key global issues divided into two topics
- Issues based approach emphasised by use of 'Enquiry Questions'
- Largely physical topics covered in 'World at Risk'
- Largely human topics in 'Going Global'
- Both topics essentially **geographical** focusing on spatial variations

## Slide 9

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### LG4

an extra slide here with the structure of the paper spelled out would make this clearer for delegates and easier for the presenter to explain the content and approach of each section

Lucy Greenslade, 16/02/2016

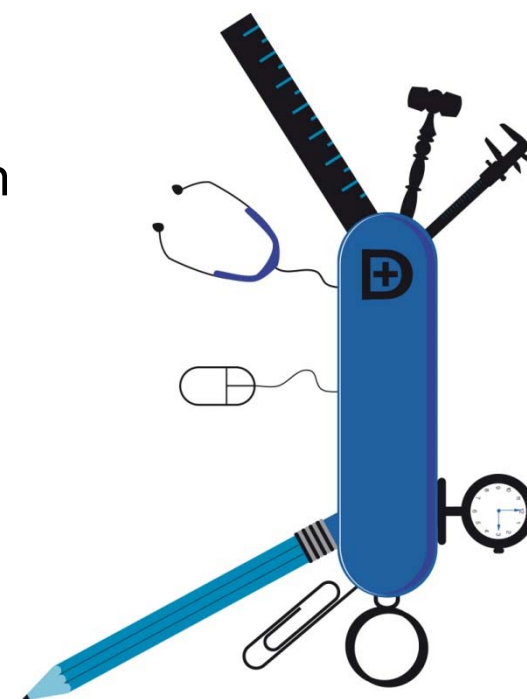
## A review of the content and structure - AS Unit 1 continued

- Possibility of specialisation given choice of Section B essay
- So centres can choose to develop either of the two main topics in greater depth
- Best to co-ordinate that decision with decision about Unit 3 and Unit 4 choices
- Unit 1 largely testing AO1 so 'demonstration of knowledge and understanding of places, environments, concepts and processes'
- AO2 significant in the 10/20 mark Q 5 and 6 extended writing essay, especially part (b)

## Review Activity

Please review the QP and MS for Unit 2  
Use the RB as appropriate for each question

Questions?



# A review of the content and structure –

## AS level Unit 2

- All content compulsory
- 60 raw marks translating into 80 UMS in an 1hr 30 minute examination
- Issues based approach emphasised by use of 'Enquiry Questions'
- Covers research and fieldwork based on clearly identified issues for two contrasting topics
- Largely physical issues covered in 'Crowded Coasts'
- Largely human topics in 'Urban Problems, Planning and Regeneration'
- Both topics essentially **geographical**, focusing on spatial variations, with plenty of opportunities for primary fieldwork

## A review of the content and structure – Unit 2 continued

- Section A questions (12 marks each x2) require general but complete overview of both topics
- Section B requires generic understanding of principles and issues arising for fieldwork and research with answers populated by personal fieldwork experience
- Need to specialise given choice of Section C question so minimum of two days fieldwork in one or other environment
- So centres can choose to conduct fieldwork on either Crowded Coasts or Urban Problems, Planning and Regeneration
- Best to co-ordinate that decision with decisions about Unit 3 and Unit 4 choices
- Unit 2 largely addressing AO3 – ‘research and fieldwork’ skills

## Slide 13

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### LG3

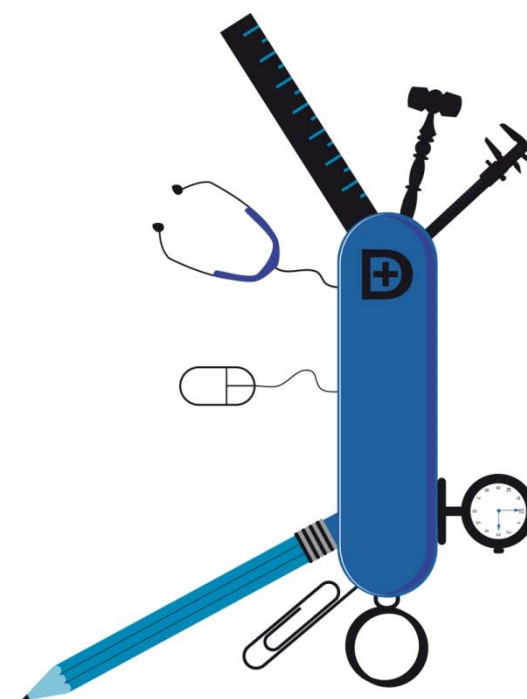
an extra slide here with the structure of the paper spelled out wpuld make this clearer for delegates and easier for the presenter to explain the content and approach of each section

Lucy Greenslade, 16/02/2016



## Session 2

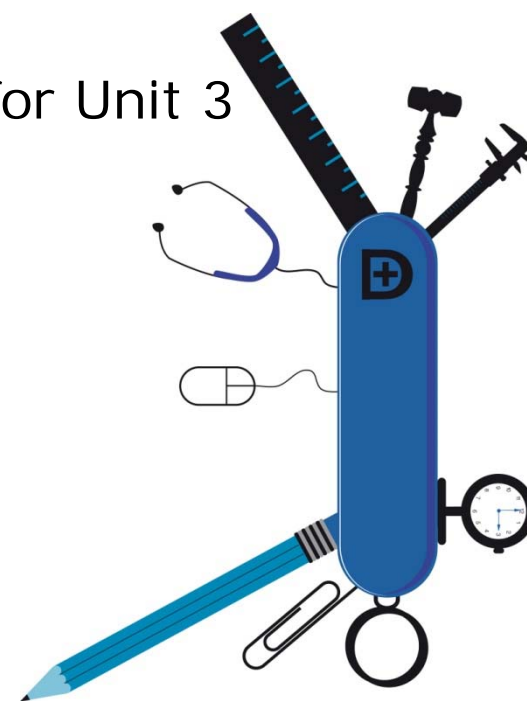
The A2 specification and papers



## Review Activity

Please review the specification, QP and MS for Unit 3  
Use the RB as appropriate for each question

Questions?



## A review of the content and structure – A2 Unit 3

- Two compulsory topics – A1 AND A2 Atmosphere and Weather Systems and Biodiversity Under Threat
- Two further issues to be selected – one from each pair
- **Either** B1 – Energy Security **or** B2 Water Conflicts
- **..AND either** C1 Superpower Geographies **or** C2 Bridging the Development Gap
- That selection should be made in conjunction with both AS choices and Unit 4 choice
- 90 raw marks translating into 120 UMS in an 2 hour examination
- Issues based approach emphasised by use of 'Enquiry Questions'

## A review of the content and structure

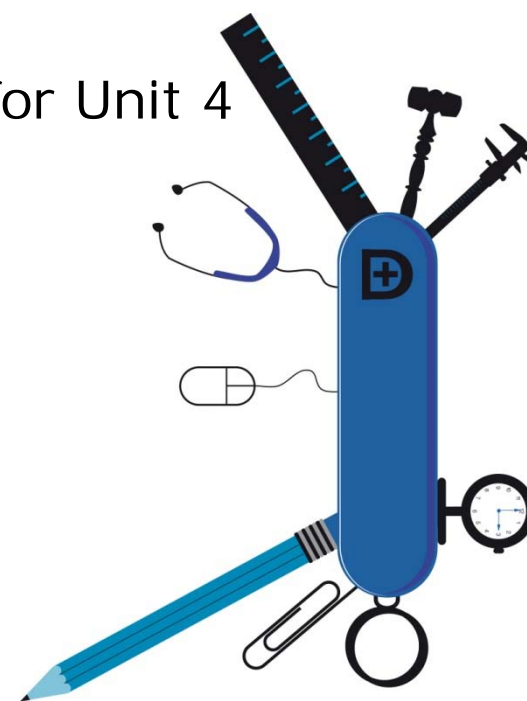
### –A2 Unit 3 continued

- Note that there is no pre-release booklet and Section C does **not** have resources
- Synopticity delivered within topics – see QP
- Dominated by extended writing with need for interpretation (of resources) and questions analysis (of data) assessment and evaluation
- As elsewhere strongly issues-based
- AO2 significant throughout – mirror image of Unit 1

## Review Activity

Please review the specification, QP and MS for Unit 4  
Use the RB as appropriate for each question

Questions?



# A review of the content and structure

## A2 level Unit 4

- Choice of 1 of 4 options
- Allows either strong physical geography emphasis (Opt<sup>LG5</sup>n 1) or more human geography focus (Options 2-4)
- Option choice should be taken in conjunction with decisions made elsewhere on the specification
- Pre-release identifies sub-topic and partial focus
- Based on research, student produces a report with referencing and clear methodology
- 60 raw marks translating into 80 UMS in an 1hr 30 minute examination

## Slide 19

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**LG5**

an extra slide here listing the four options would make this clearer for delegates and easier for the presenter

Lucy Greenslade, 16/02/2016

## A review of the content and structure

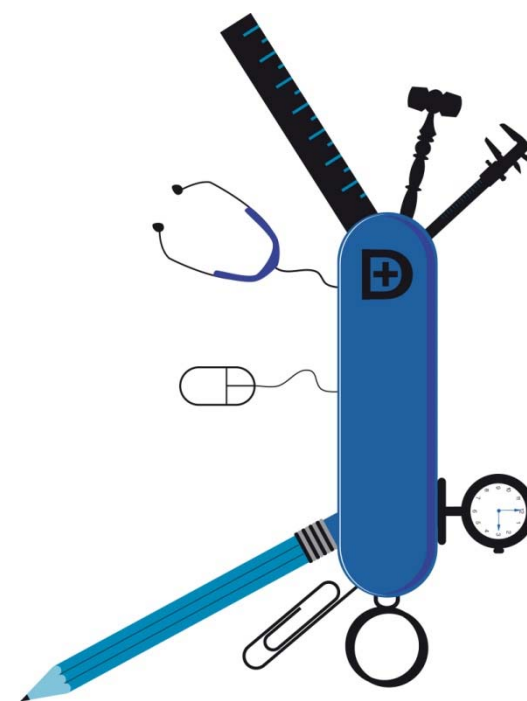
### – Unit 4 continued

- Independent learning central to delivery
- AOs reflect need for research (AO3) but also need for extended analysis (AO2)
- Questions will always address an issue
- Structure of report is important but MS emphasis is on analysis
- Need to come to a 'view'



## Session 3

Ideas and options for delivery




# Ideas and options for delivery

- Different pathways so for physical emphasis maybe;
  1. Unit 1 – focus on ‘World at Risk’ (have to both but LG1 Section C?)
  2. Unit 2 – field work on ‘Crowded Coasts’
  3. Unit 3 – no distinctly physical path
  4. Unit 4 – Option 1 is obvious **although** Option 2 or 4 might be reinforcing if B2 Water Conflicts chosen for Unit 3 Section B
- Vital to recognise that this is, above all, an issues based specification examining contemporary global challenges

this sentence is not clear

Lucy Greenslade, 15/02/2016

## The role of 'case-studies' and required knowledge

- Where a located geographical context is required a  symbol is used
- These are sometimes followed by a suggested example of a located place BUT these are just suggestions
- Where possible choose located examples that mutually reinforce so that students build up strong local knowledge

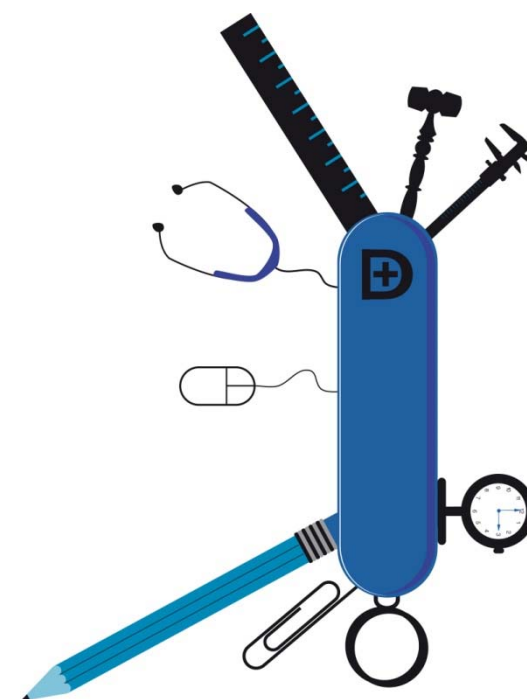
## Integrating skills and developing issues

- Skills should be built in right across the course – use Appendix 1 (pages 68/69) and carry out an audit!
- Appendix 2 (pages 70/71) should be used to frame the teaching of Unit 2
- Deconstruction of questions is a vital skill across all 4 units – use Appendix 5 and the sample assessment materials
- At all times keep 'issues' in the foreground to develop critical thinking skills

## Review Activity

Please review the various Appendices

Questions?



## Geography teaching support

**Jon Wolton**  
**Subject Advisor**

Intl: +44 (0)20 7010 2185  
[teachinggeography@pearson.com](mailto:teachinggeography@pearson.com)

Twitter: [@GeogAdvisor](https://twitter.com/GeogAdvisor)  
[Sign up for subject advisor emails](#)

## Statistics

If you would like to know more about examination statistics, you may find these links of interest to you.

### Examination Results Statistics

[www.edexcel.com/iwantto/Pages/stats.aspx](http://www.edexcel.com/iwantto/Pages/stats.aspx)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

### Grade Boundaries

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations.

Also refer to the examiners report which is available for download with other documents.





## Statistics continued

### ResultsPlus

[www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance
- see your students' scores for every exam question
- understand how your students' performance compares with Edexcel national averages



# Training

## Wide range of training events for 14/15

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# WHAT OTHER TRAINING WOULD YOU FIND USEFUL?



# Networking opportunity



Any questions?



## Thank you

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