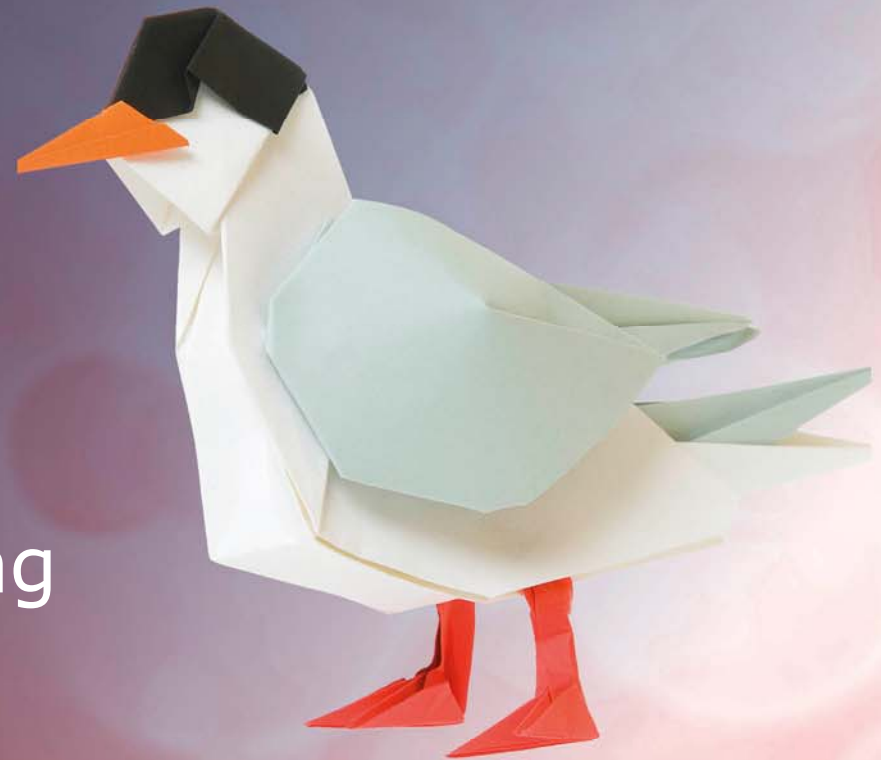


AS and A level 2016 Geography

Mocks Marking Training
Autumn 2017



U273

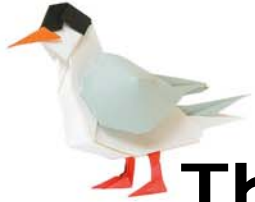


Aims of the training

It has been designed to support you in marking the Edexcel A level Geography specimen papers, allowing you to use the specimen paper as a mock paper for your students.

During the training we will:

- cover the assessment requirements of the new specification
- look at the new types of questions
- review examples of real student responses to questions
- understand how to use the mark schemes to mark your students' mocks.



The Key Changes and Overview of Assessment

- Much greater emphasis on the Assessment Objectives in the design of the specification
- Much greater emphasis on the technical interpretation of Assessment Objectives in the marking process
- No marks for recall of knowledge in isolation
- Mathematical skills assessed directly at varying levels of difficulty
- Fieldwork assessed through NEA (a separate marking training presentation is available)



A level assessment overview

Component	Weighting	Marks	Duration	Content Coverage
Paper 1	30%	105	2 hr 15 min	<ul style="list-style-type: none">• Tectonic processes and hazards• Glaciated landscapes and change or Coastal landscapes and change• The water cycle and water insecurity• The carbon cycle and energy security
Paper 2	30%	105	2 hr 15 min	<ul style="list-style-type: none">• Globalisation and Superpowers• Regenerating places or Diverse places• Health, human rights and intervention or Migration, identity and sovereignty
Paper 3	20%	70	2 hr 15 min	<ul style="list-style-type: none">• Synoptic investigation of an issue that stems from compulsory content
NEA	20%	70	-	<ul style="list-style-type: none">• Independent investigation related to the student's choice of subject content



Assessment objectives

	Objective	%	Marks
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales	34%	119
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	40%	139
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none">• investigate geographical questions and issues• interpret, analyse and evaluate data and evidence• construct arguments and draw conclusions	26%	92



AOs by exam paper

	AO1 marks	AO2 marks	AO3 marks	Total
Paper 1	46	55	4	105
Paper 2	46	55	4	105
Paper 3	19	21	30	70
NEA	8	8	54	70
Total	119	139	92	350



Key command words - Analyse and Assess

Command word	Definition
Analyse	Use geographical skills to investigate an issue by systematically breaking it down into individual components and making logical, evidence-based connections on the causes and effects or interrelationships between the components.
Assess	Use evidence to determine the relative significance of something. Give balanced consideration to all factors and identify which are the most important.



Key command words - Explain

Explain

Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.



Key command words - Suggest

Suggest	
	For an unfamiliar scenario, provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.



Key command words - Calculate, Complete, Draw/Plot

Calculate	Produce a numerical answer, showing relevant working.
Complete	Create a graphical representation of geographical information by adding detail to a resource that has been provided
Draw/Plot	Create a graphical representation of geographical information.



.... and Evaluate

Evaluate	Measure the value or success of something and ultimately provide a balanced and 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.
----------	--



Structure of Paper 1

Section Title	Section marks	Content	Question	Notes
A	16	Tectonic processes and hazards	Q1	<ul style="list-style-type: none"> x1 4 mark question x1 12 mark 'Assess' essay
B	40	Either Glaciated Landscapes and change Or Coastal Landscapes and Change	Q2 Or Q3	<ul style="list-style-type: none"> x2 6 mark resource based 'Explain..' mini-essays x1 8 mark 'Explain..' essay x1 20 mark 'Evaluate..' essay
C	49	Physical Systems and Sustainability (Water Cycle and Carbon Cycle)	Q4	<ul style="list-style-type: none"> x1 3 mark 'Explain..' short open response question x1 6 mark 'Explain..' mini-essay x1 8 mark 'Explain..' essay (no resource) x1 12 mark 'Assess..' essay x1 20 mark 'Evaluate..' essay



Summary of Paper 1

- › Three sections with 16, 40 and 49 marks – 105 in total
- › Dominated by AO2 and AO1
- › Sections A and C cover core content and thus no optionality
- › Section B offers a choice between Glaciated landscapes and Coastal landscapes
- › Range of question types – shortest is a 3 mark question , longest is 20 marks
- › Command words dominated by Explain, Assess and Evaluate
- › So, mostly mini-essays and essays
- › Some questions have stimulus resources.



Paper 1 reviewing exemplar scripts

- **Delegate activity:** review exemplar scripts to:
 - **Question 1b:** Assess the importance of tectonic hazard profiles in understanding the severity of impacts resulting from earthquake events. (12 marks)
 - **Question 3ai:** Explain how erosional processes have contributed to the formation of the features shown. (6 marks)
 - **Question 3b:** Evaluate the view that climate change is the most important factor in influencing coastal flood risk. (20 marks)



Question 1b

- **Assess** the importance of tectonic hazard profiles in understanding the severity of impacts resulting from earthquake events. (12 marks)

You will need **pages 4-9** in **Paper 1 Sample Answers** and **page 3** of the **Paper 1 mark scheme**



Question 1b mark scheme

Level	Mark	Descriptor
Level 1	1–4	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)• Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)• Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

Delegate activity

- Review the three exemplars on **pages 4-9** in the **Paper 1 Sample Answers** booklet.
- Which level would you put each exemplar in?

Discussion

- Review the examiner marks and commentaries



Question 3ai

- Study Figure 3a which shows a coastal landscape
Explain how erosional processes have contributed to the formation of the features shown. (6)
- You will need **pages 10-12** in **Paper 1 Sample Answers** booklet and **pages 11 and 12** in the **Paper 1 mark scheme**



Figure 3a: Coastal landscape



Question 3ai mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Demonstrates isolated or generic elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Applies knowledge and understanding to geographical information inconsistently. Connections/relationships between stimulus material and the question may be irrelevant. (AO2)
Level 2	3–4	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)• Applies knowledge and understanding to geographical information to find some relevant connections/relationships between stimulus material and the question. (AO2)
Level 3	5–6	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Applies knowledge and understanding to geographical information logically to find fully relevant connections/relationships between stimulus material and the question. (AO2)

Delegate activity

- Review the three exemplars on **pages 10-12** in the **Paper 1 Sample Answers** booklet.
- Which level would you put each exemplar in?

Discussion

- Review the examiner marks and commentaries



Question 3c

- Study Figure 3b
- Evaluate the view that climate change is the most important factor in influencing coastal flood risk. (20 marks)
- You will need **pages 21-30** in the **Paper 1 Sample Answers** and **pages 16 and 17** in the **Paper 1 mark scheme**

City	Location	Current population at risk	Future population at risk (2070)	Value of property at risk in \$billions (2070)
Kolkata	India	1 930 000	14 000 000	2 150
Mumbai	India	2 750 000	11 500 000	1 600
Dhaka	Bangladesh	844 000	11 150 000	400
Shanghai	China	2 500 000	5 150 000	1 775
Miami	USA	2 000 000	4 750 000	3 500
New York	USA	1 500 000	2 900 000	2 150

Figure 3b: Various cities at risk of coastal flooding



Question 3c mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-5	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships between stimulus material and the question. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6-10	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)



Question 3c mark scheme

		<ul style="list-style-type: none">• Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships between stimulus material and the question. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11-15	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships between stimulus material and the question. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16-20	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships between stimulus material and the question. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Delegate activity:

- Review the exemplars on **pages 21-30** in the **Paper 1 Sample Answers**
- Which level would you put each exemplar in?

Discussion

- Review the marks



Paper 1 Review of marks and commentaries

- Discussion of key points to focus on the importance of AOs and the need for candidates to have a view of them.
- Discussion of positive marking and the routes to achieving improvement.



Any questions?

- Please type any questions in your question pod for your trainers



Structure of Paper 2

Section	Marks	Content	Question	Notes
A	32	Globalisation	Q1	<ul style="list-style-type: none">x1 4 mark short open response question or 4 marks for quantitative skillsx1 12 mark 'Assess' essay
		Superpowers	Q2	<ul style="list-style-type: none">x1 4 mark short open response question or 4 marks for quantitative skillsx1 12 mark 'Assess' essay
B	35	Regenerating places or Diverse places	Q3 Or Q4	<ul style="list-style-type: none">x2 6 mark resource based 'Explain..' mini-essaysx1 8 mark 'Explain..' essayx1 20 mark 'Evaluate..' essay
C	38	Health, human rights and intervention or Migration, identity and sovereignty	Q5 Or Q6	<ul style="list-style-type: none">x1 4 mark short open response question or 4 marks for quantitative skillsx1 6 mark mini-essayx1 8 mark 'Explain..' essayx1 20 mark 'Evaluate..' essay



Summary of Paper 2

- Three sections with 32, 35 and 39 marks – 105 in total.
- Paper is dominated by AO2 and AO1.
- Section A is assessing core content with no optional questions.
- Sections B and C are assessing optional content and offer a choice of questions.
- Choice between Regenerating Places and Diverse Places in Section B.
- Choice between Heath, human rights and intervention or Migration, Identity and Sovereignty in Section C.
- Range of question types – shortest is a 3 mark question , longest is 20 marks.
- Command words dominated by Explain, Assess and Evaluate.
- Emphasis on extended writing - mostly mini-essays and essays.
- Some questions have stimulus resources.



Paper 2 reviewing exemplar scripts

- **Delegate activity:** review exemplar scripts to:
 - **Question 3b** Explain why different media convey contrasting views on the need for local regeneration schemes. (6 marks)
 - **Question 3c** Evaluate the relative importance of local and national government decision makers in the regeneration of either urban or rural areas. (20 marks)



Question 3b

- **Explain** why different media convey contrasting views on the need for local regeneration schemes. (6 marks)
- You will need **pages 15 - 17** in **Paper 2 Sample Answers** and **page 12** in the **Paper 2 Mark Scheme**.



Question 3b mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Understanding addresses a narrow range of geographical ideas, which lack detail. (AO1)
Level 2	3–4	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1)• Understanding addresses a range of geographical ideas, which are not fully detailed and/or developed. (AO1)
Level 3	5–6	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Understanding addresses a broad range of geographical ideas, which are detailed and fully developed. (AO1)

Delegate activity:

- Review the exemplars on **pages 15 - 17** in **Paper 2 Sample Answers**.
- Which level would you put each exemplar in?

Discussion

- Review the marks and examiner commentaries



Question 3c

- **Evaluate** the relative importance of local and national government decision makers in the regeneration of either urban or rural areas. (20 marks)
- You will need **pages 18-27** in **Paper 2 Sample Answers** and **pages 14 and 15** in the **Paper 2 Mark Scheme**.



Question 3c mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–5	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited coherence and support from evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	6–10	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1)• Applies knowledge and understanding of geographical information/ideas with limited but logical



Level	Mark	Descriptor
		<p>connections/relationships. (AO2)</p> <ul style="list-style-type: none">• Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	11–15	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	16–20	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)



Delegate activity:

- Review the exemplars on **pages 18-27** in **Paper 2 Sample Answers** using the mark scheme on **pages 14 and 15** in the **Paper 2 Mark Scheme**.
- Which level would you put each exemplar in?

Discussion:

- Review the marks and examiner commentaries



Paper 2 Review of marks and commentaries

- Discussion of key points to focus on the importance of AOs and the need for candidates to have a view of them.
- Discussion of positive marking and the routes to achieving improvement.



Any questions?

- Please type any questions in your question pod for your trainers



Structure of Paper 3

Section	Marks	Question Type	Question	Notes
A	12	Short open response	Q1 – Q3	<ul style="list-style-type: none">• x1 K and U based 'Explain..' question – usually 4 marks• x1 question examining quantitative skills – usually 4 marks• x1 question requiring some analysis – may use the command words 'Explain' or 'Suggest'. – usually 4 marks
B	16	Shorter 'mini-essays'	Q4 and Q5	<ul style="list-style-type: none">• x2 8 mark essays using command 'Analyse..' based on data in the Resource Booklet
C	42	Longer essays	Q6	<ul style="list-style-type: none">• x1 18 mark essay based on AO3 'reading' of Resource Booklet but also AO1 and AO2
			Q7	<ul style="list-style-type: none">• x1 24 mark essay based on AO3 'reading' of Resource Booklet but also AO1 and AO2



Summary of Paper 3

- A synoptic investigation of a contemporary geographical issue based on the compulsory content.
 - 70 marks available.
 - Dominated by AO3 but significant AO1 and AO2 as well.
 - No sections, no choices – all questions are compulsory.
 - Based on a Resource Booklet which is unseen (in other words no pre-release).
 - Resource Booklet is place based but built around core topics and synoptic themes.
 - 58 of the 70 marks from 4 questions - x2 'Analyse' and x2 'Evaluate'.



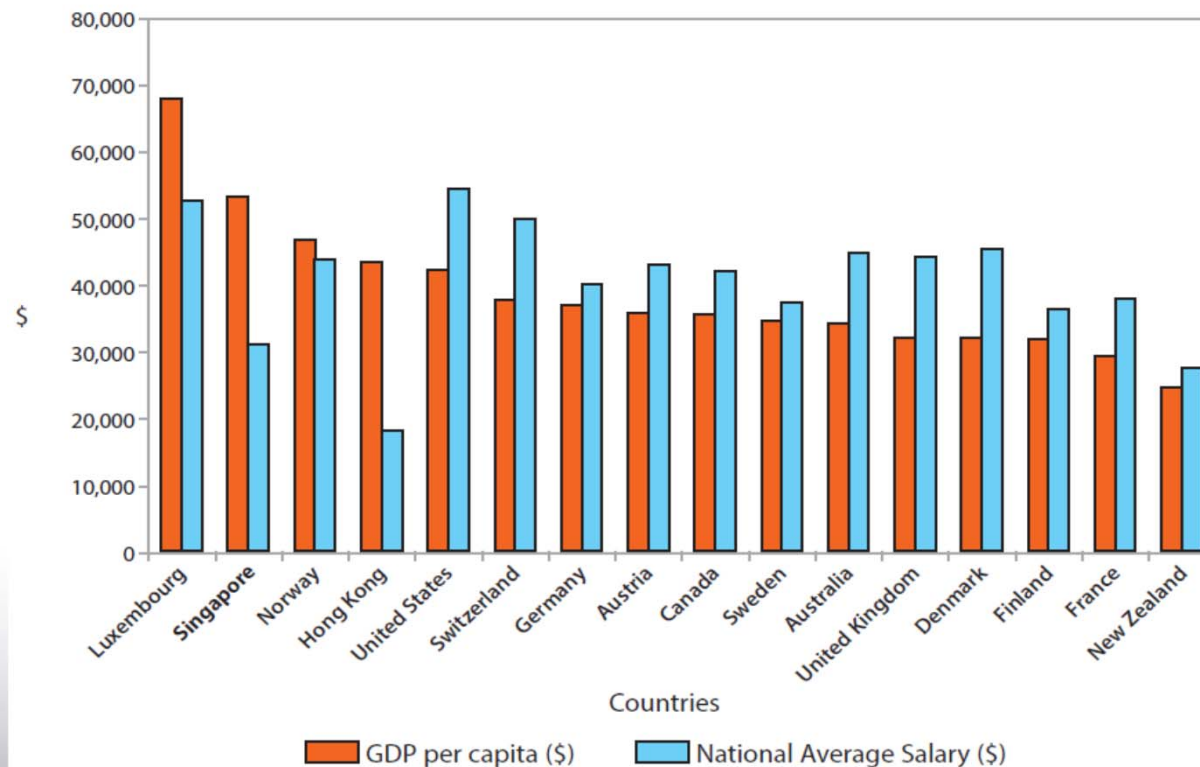
Paper 3: Review of exemplar responses

- We have provided exemplars for all the questions in this paper in the Paper 3 Sample Answers booklet
- We will focus on:
 - **Question 3** Analyse the relationship between GDP per capita and national average salaries. (8 marks)
 - **Question 4** Analyse the results of these measurements of globalisation. (8 marks)
 - **Question 6** Evaluate the view that developing countries have much to learn from Singapore. (24 marks)
- You will need the **resource booklet** which is **pages 12 to 23** of the **Paper 3 Question Paper**



Question 3

- Study Figure 4 which shows data on GDP per capita and national average salaries for selected countries.
- **Analyse** the relationship between GDP per capita and national average salaries. (8 marks)



You will need
pages 5-7 in
**Paper 3 Sample
Answers** and
page 4 of the
**Paper 3 Mark
Scheme.**



Question 3 Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	4–6	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1)• Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7–8	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Delegate activity:

- Review the exemplars on **pages 5-7** in **Paper 3 Sample Answers** and use the mark scheme **page 4** of the **Paper 3 Mark Scheme**
- Which level would you put each exemplar in?

Discussion:

- Review the marks and examiner commentaries



Question 4

- Study Figure 5 and 6
- **Analyse** the results of these measurements of globalisation. (8 marks)
- You will need **pages 8-10 in Paper 3 sample answers** and **page 6 in the Paper 3 Mark Scheme**

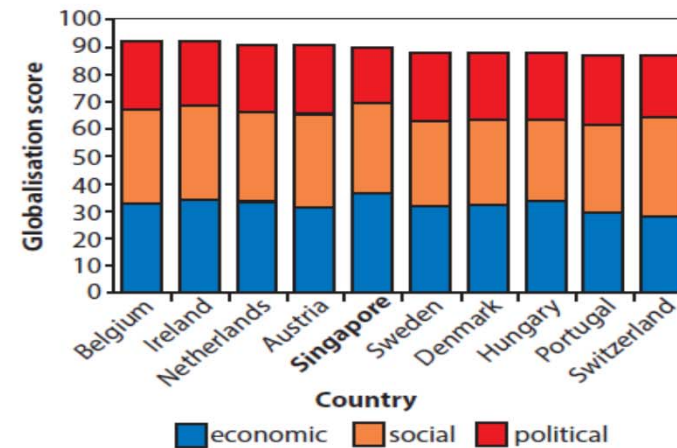


Figure 5: The top 10 globalised countries according to the KOF index

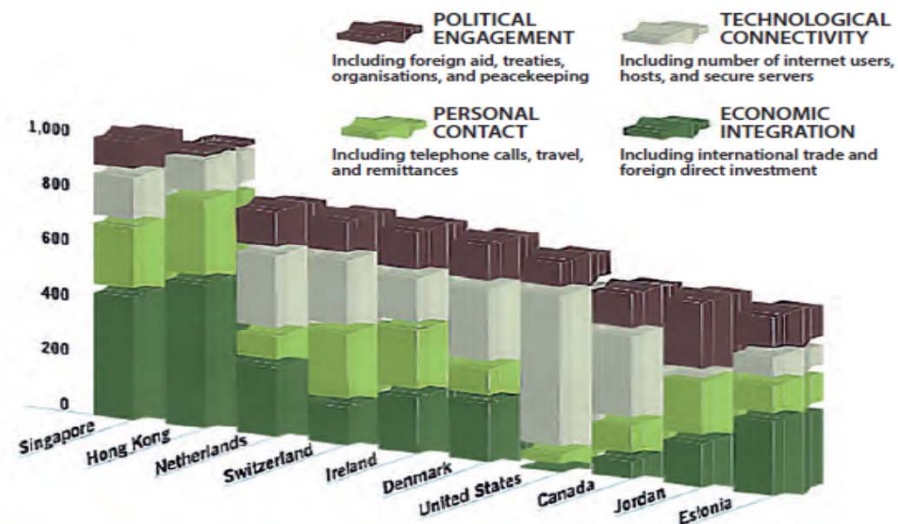


Figure 6: The top 10 globalised countries according to the A T Kearney index



Question 4 Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)• Investigates the question/issue to produce a limited analysis of data/evidence, making few connections to geographical ideas. (AO3)
Level 2	4–6	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant but may include some inaccuracies. (AO1)• Critically investigates the question/issue to produce an analysis of data/evidence, making some logical connections to geographical ideas, which are mostly relevant. (AO3)
Level 3	7–8	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Critically investigates the question/issue to produce a coherent analysis of data/evidence, making logical connections to relevant geographical ideas. (AO3)

Delegate activity:

- Review the exemplars **pages 8-10** in **Paper 3 sample answers** using the mark scheme on **page 6** in the **Paper 3 Mark Scheme**
- Which level would you put each exemplar in?

Discussion:

- Review the marks and examiner commentaries



Question 6

- Evaluate the view that developing countries have much to learn from Singapore. (24 marks)
- You will need **pages 17-24 in Paper 3 Sample Answers** and **pages 14 and 15 of the Paper 3 Mark Scheme**



Question 6 mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited and rarely logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2) • Makes superficial judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce a limited interpretation of quantitative and qualitative data/evidence, but lacks meaningful connections to geographical ideas from across the course of study. (AO3)
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information/ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2) • Makes some valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3) • Investigates the question/issue to produce an interpretation of quantitative and qualitative data/evidence, making few connections to geographical ideas from across the course of study, which may not be meaningful. (AO3)



Question 6 mark scheme

Level	Mark	Descriptor
Level 3	13-18	<ul style="list-style-type: none">• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1)• Applies knowledge and understanding of geographical information/ideas to find some logical and relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is supported by some evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)• Makes mostly valid judgements about the value and reliability of quantitative and qualitative data/evidence. (AO3)• Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, making connections to relevant geographical ideas from across the course of study, some of which are meaningful. (AO3)
Level 4	19-24	<ul style="list-style-type: none">• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)• Applies knowledge and understanding of geographical information/ideas to find fully logical and relevant connections/relationships. (AO2)• Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is supported by evidence. (AO2)• Applies knowledge and understanding of geographical information/ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)• Makes valid judgements about the value and reliability of quantitative and qualitative data/evidence throughout. (AO3)• Critically investigates the question/issue to produce a coherent interpretation of quantitative and qualitative data/evidence, comprehensively making meaningful connections to relevant geographical ideas from across the course of study throughout the response. (AO3)



Delegate activity:

- Review the exemplars on **pages 17-24** in **Paper 3 Sample Answers** using the mark scheme on **pages 14 and 15** of the **Paper 3 Mark Scheme**
- Which level would you put each exemplar in?

Discussion:

- Review the marks and examiner commentaries



Paper 3: Review of examiner commentaries

- Discussion of key points to focus on the importance of AOs and the need for candidates to have a view of them.
- Discussion of positive marking and the routes to achieving improvement.
- Discussion of how to deal with unseen resources – what can you know?



Any questions?



Supporting your Geography teaching

Please visit the Pearson qualifications [website](#) where you can download over 50 support materials written specifically for Edexcel AS and A level Geography

- **New** Maths for Geographers guide - available now
- AS and A level specimen papers
- Examiner marked student exemplars including Paper 3: Synoptic Investigation
- Detailed topic booklets and editable schemes of work for every topic
- Fieldwork planner and guide
- Assessment guide
- Independent Investigation support and training materials
- Expert support every step of the way from our Subject Advisor, Jon Wolton

Find out more about the [published resources](#) available to support teaching Edexcel AS and A level Geography.



AS/A level Published Resources

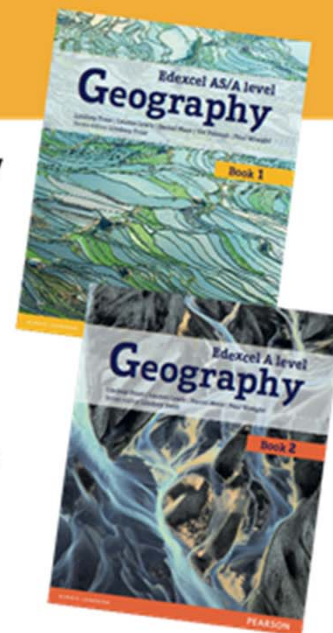
We're committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential. To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers, including Pearson.

Details of endorsed resources at: **www.edexcel.com/resources**.



The top things to know about Pearson's new resources

- Packed with contemporary and engaging content to bring geography to life
- Guiding students to think synoptically and see the 'bigger picture'
- Focused on the new fieldwork requirements
- Targeted and practical support to help students think geographically
- Expert support for exam preparation and practice



Endorsed resources are available from a range of publishers. Find out more at www.edexcel.com/resources. You do not need to purchase resources to deliver our qualifications.



Next steps...

- Sign up to Jon Wolton's updates: email teachinggeography@pearson.com
- Visit the website for support materials: <http://qualifications.pearson.com/en/subjects/geography.html>