

Pearson Edexcel International AS/A Level

IAL Geography

Getting Ready to Teach

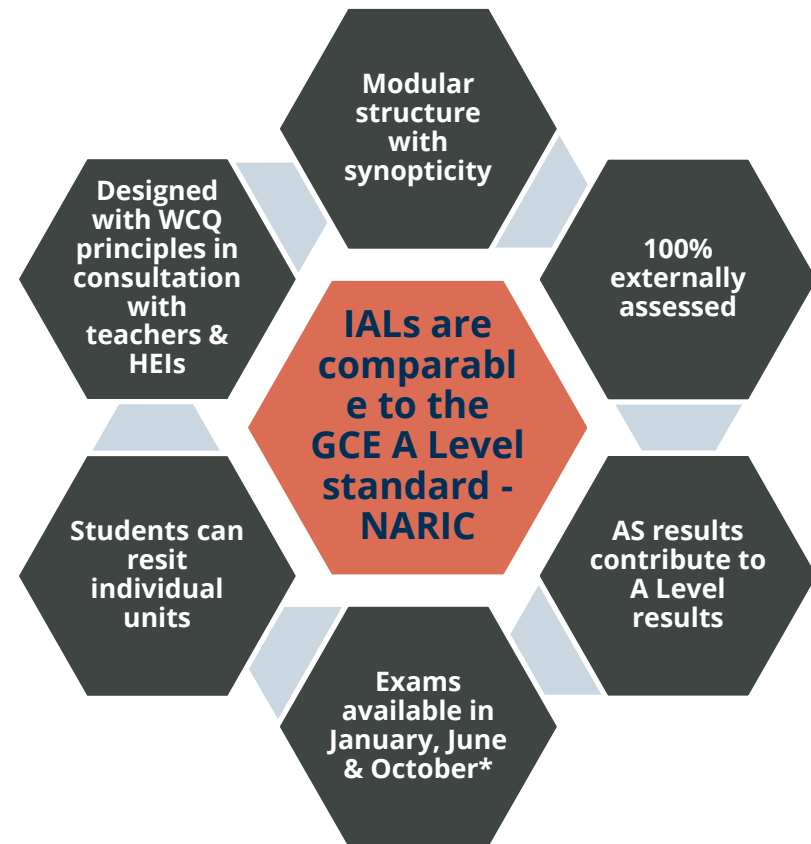
Event Code: 18IBAG01

First teaching in 2016, first assessment 2017



IAL Features

- International A Levels and AS Levels are created for International Students
- Globally recognised.
- Examination series 3 times a year in most subjects



Session Agenda

- 10:00 **A** Overview of content and assessment
- 11:00 **B** Supporting great teaching: free and published resources
- 12:00 **C** Planning to deliver the new specification
- 12.30 Lunch
- 1.30 **D** Practical guidance for planning high quality fieldwork and enquiry
- 2.30 **E** Looking more closely at the IAL Assessment
- 3.20 Close and final questions



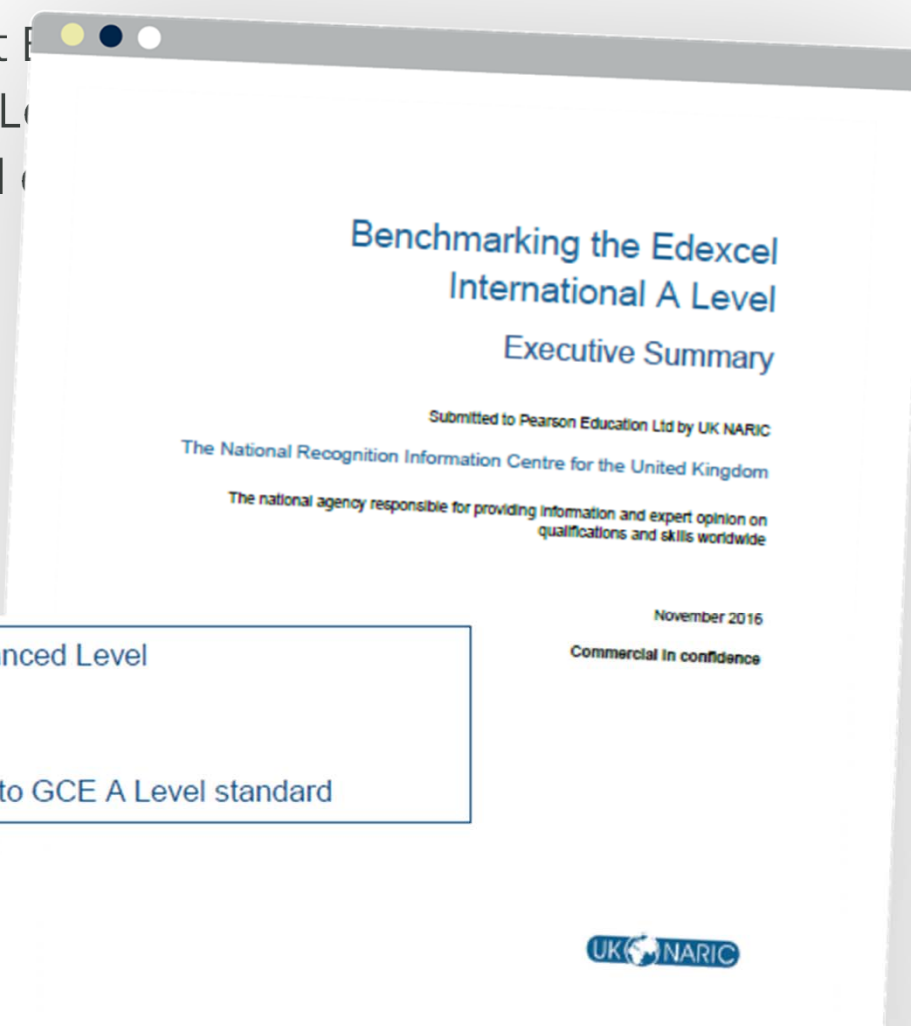
Aims and objectives

1. An introduction to Pearson Edexcel and the International A level in law
2. Develop an understanding of the structure of the new specification
3. Gain insight into the potential teaching and learning strategies applicable to the new specification
4. Understand the assessment implications of the new specification
5. Introduction to the support and resources from Pearson Edexcel



Updated NARIC report for Pearson Edexcel IAL

The executive summary confirms that Pearson Edexcel International Advanced Level is considered comparable to the GCE A Level following reforms to the UK regulated qualifications framework.



Qualification:	Edexcel International Advanced Level
Awarding Institution:	Pearson Education Ltd
Comparability:	Is considered comparable to GCE A Level standard

World-class qualifications

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**

Endorsement of educational **thought-leaders and assessment experts** from across the globe



Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives



Supporting transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills **naturally** occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.



IAS & IAL subjects

Biology	Chemistry	Physics	Mathematics	Further Mathematics
Pure Mathematics	Information Technology	Business	Economics	Accounting
English Language	English Literature	History	Geography	Psychology
Arabic	French	German	Greek	Spanish
		Law (IAL only)		



IAL 2018 SUBJECT

SUBTITLE

**Based on GCE
2008 specification
structure with
best features
retained**

**Choice within
units for centres
to select
according to their
strength**

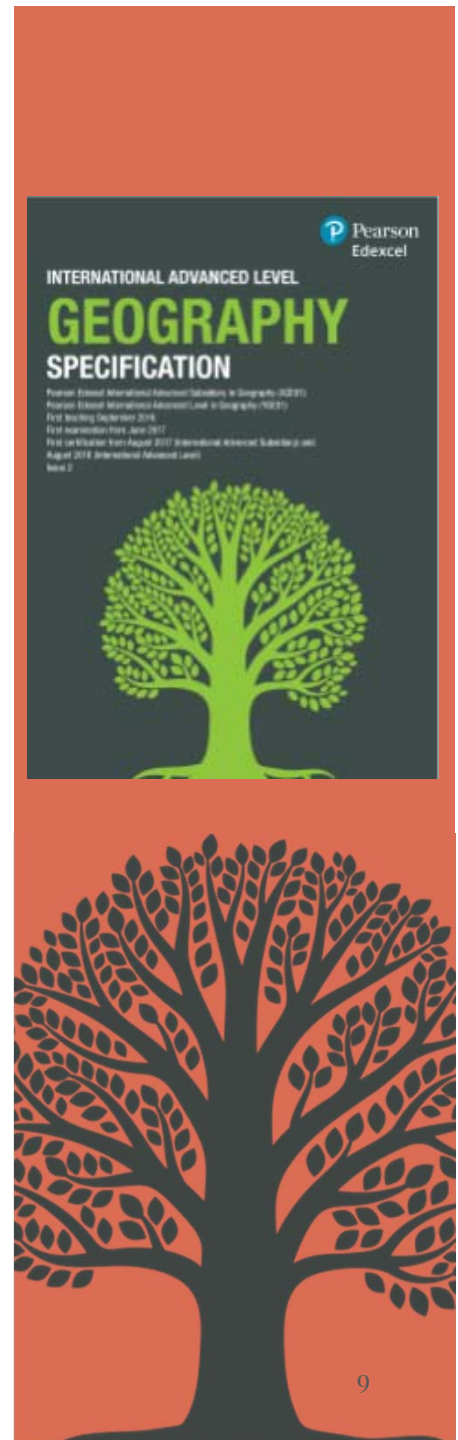
**Contents updated
to reflect a
changing world and
research patterns
in Geography**

**AS/A2 split
retained with AS
contributing to A
level**

**Transferable Skills
embedded**

**Assessment
available both in
January and June
with opportunity
to resit**

**[@teachinggeography](https://www.pearson.com/teachinggeography)
[@pearson.com](mailto:teachinggeography@pearson.com)**



A - Overview of content and assessment

Geographical Systems in a Dynamic World

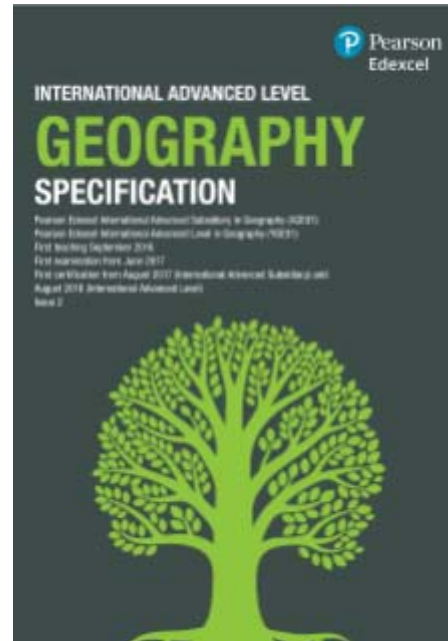
A familiar and popular issues-based approach, enabling students to explore and engage critically with contemporary geographical questions and real world issues and places.

- Detailed content you can **teach with confidence**; with clear requirements for your chosen case studies
- **Integrated and signposted** geographical skills
- **Meaningful, clearly structured** fieldwork requirements
- **Consistent** question papers, command words and mark schemes
- Targeted and practical support for '*Thinking Geographically*'; an approach involving our **most comprehensive support offering ever**.



Bigger picture about IAL

Based on GCE 2008 specification structure with best features retained

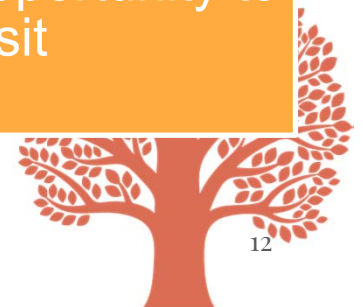


Contents updated to reflect a changing world and research patterns in Geography

Choice within units for centres to select according to their strength

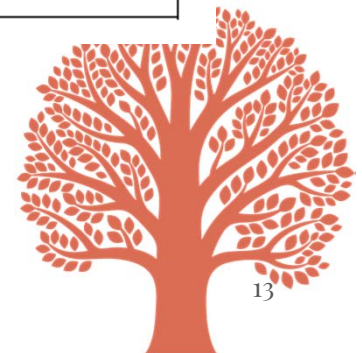
AS/A2 split retained with AS contributing to A level

Assessment available both in January and June with opportunity to resit



Overview of IAS Geography – Unit 1

IAS Unit 1: Global Challenges	*Unit code WGE01	
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2017 	60% of the total IAS raw marks	30% of the total IAL raw marks
<p>Content summary</p> <p>The meaning, causes, impacts and management of global challenges. How we can influence global challenges through our own attitudes and actions. There are two compulsory topics that form this unit:</p> <ul style="list-style-type: none"> Topic 1: World at Risk Topic 2: Going Global 		
<p>Assessment</p> <p>1 hour and 45 minute examination paper in two sections.</p> <p>Section A: data response and short-answer questions.</p> <p>Section B: choice of World at Risk or Going Global longer/guided essay questions.</p>		

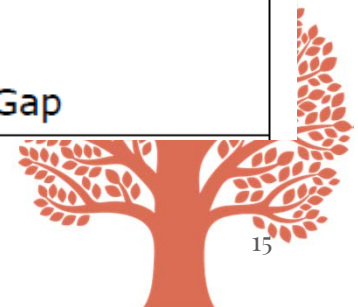


Overview of IAS Geography – Unit 2

IAS Unit 2: Geographical Investigations	*Unit code WGE02	
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2017 	40% of the total IAS raw marks	20% of the total IAL raw marks
<p>Content summary</p> <p>A closer look at how physical and human issues influence lives and can be managed, at a local scale. There are two compulsory topics that form this unit:</p> <ul style="list-style-type: none"> Topic 1: Crowded Coasts Topic 2: Urban Problems, Planning and Regeneration 		
<p>Assessment</p> <p>1 hour and 30 minute examination paper in three sections.</p> <p>Section A: data response and short-answer questions on crowded coasts and urban problems, planning and regeneration.</p> <p>Section B: compulsory short-answer questions on research and fieldwork investigation.</p> <p>Section C: choice of one fieldwork question, on either Crowded Coasts or Urban Problems, Planning and Regeneration.</p>		

Overview of IA2 Geography – Unit 3 (1)

IA2 Unit 3: Contested Planet	*Unit code WGE03	
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: January 2018 	60% of the total IA2 raw marks	30% of the total IAL raw marks
<p>Content summary</p> <p>Physical systems underpin the distribution and use of resources, and resource management is a key issue for geography in today's world. Consumption patterns highlight stark inequalities between regions, countries and groups of people. Many resources are finite, and rising consumption means that difficult decisions over the use of resources will have to be taken more frequently.</p> <p>Section A – compulsory topics:</p> <ul style="list-style-type: none"> Topic A1: Atmosphere and Weather Systems Topic A2: Biodiversity Under Threat <p>Section B – optional topics:</p> <ul style="list-style-type: none"> Topic B1: Energy Security or Topic B2: Water Conflicts <p>Section C – optional topics:</p> <ul style="list-style-type: none"> Topic C1: Superpower Geographies or Topic C2: Bridging the Development Gap 		



Overview of IA2 Geography – Unit 3 (2)

Assessment

2 hour examination paper in **three** sections.

Section A: longer/guided essay questions and a synoptic question.

Section B: choice of **one** data response/essay question from **two** topics (B1 or B2).

Section C: choice of **one** data response/essay question from **two** topics (C1 or C2).



Overview of IA2 Geography – Unit 4

IA2	Unit 4: Researching Geography	*Unit code WGE04	
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: January 2018 		40% of the total IA2 raw marks	20% of the total IAL raw marks
<p>Content summary</p> <p>Options range from those with a strong physical geography focus, to those concerned more with environmental, social and cultural geographies. Students must select and study one of the following research options:</p> <ul style="list-style-type: none"> Option 1: Tectonic Activity and Hazards Option 2: Feeding the World's People Option 3: Cultural Diversity: People and Landscapes Option 4: Human Health and Disease 			
<p>Assessment</p> <p>1 hour and 30 minute examination paper.</p> <p>Candidates will be given a list of questions based on the four options. Candidates will select and answer one question that relates to the option they have studied.</p>			



Assessment overview

Unit 1 - Global Challenges External assessment: written examination Total marks: 90 Weighting: 30% of the total IAL marks Examination time: 1h 45m	Unit 2 - Geographical Investigations External assessment: written examination Total marks: 60 Weighting: 20% of the total IAL marks Examination time: 1h 30m
Unit 3 - Contested Planet External assessment: written examination Total marks: 90 Weighting: 30% of the total IAL marks Examination time: 2 hours	Unit 4 - Researching Geography External assessment: written examination Total marks: 60 Weighting: 20% of the total IAL marks Examination time: 1h 30m



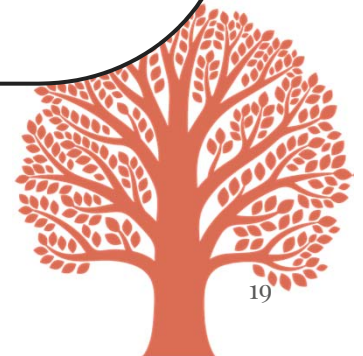
AS Unit 1 – Global Challenges

WORLD at RISK

Global hazards, global hazard distribution, global hazard trends
Climate change and its causes, global warming impacts and managing risk.
The challenge of global hazards for the future.

GOING GLOBAL

Globalisation and networks, global groupings, impact on development.
Global population trends, migration
World urbanisation



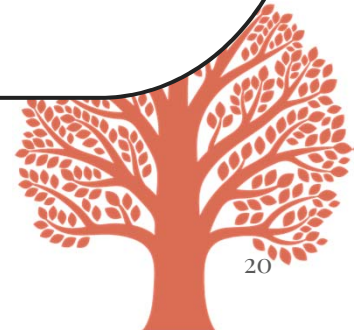
AS Unit 2 – Geographical Investigations

PHYSICAL

Crowded Coasts: processes, landforms and landscapes, ecosystems, managing coastal change

HUMAN

Urban Problems, Planning and Regeneration: social and environmental issues, transport issues, urban planning and urban regeneration.



UNIT 3: Contested Planet Some over-arching themes

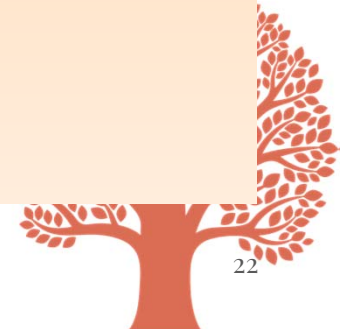
The planet is 'contested' in a variety of ways, for example:

Increasing demands on a diminishing resource base.
Conflicting over the use of resources versus their protection.
Questions of economic development and inequality.
Should the aim be to make current patterns of consumption more sustainable, or are more radical actions needed?
Is technological development the solution to problems of resource depletion and environmental degradation, or it is part of the problem?



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



A review of the content and structure – A2 level Unit 4

- Choice of 1 of 4 options
- Allows either strong physical geography emphasis (Option 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-topics and partial focus
 - Option 1: Tectonic Activity and Hazards
 - Option 2: Feeding the World's People
 - Option 3: Cultural Diversity: People and Landscapes
 - Option 4: Human Health and Disease
- 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



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'

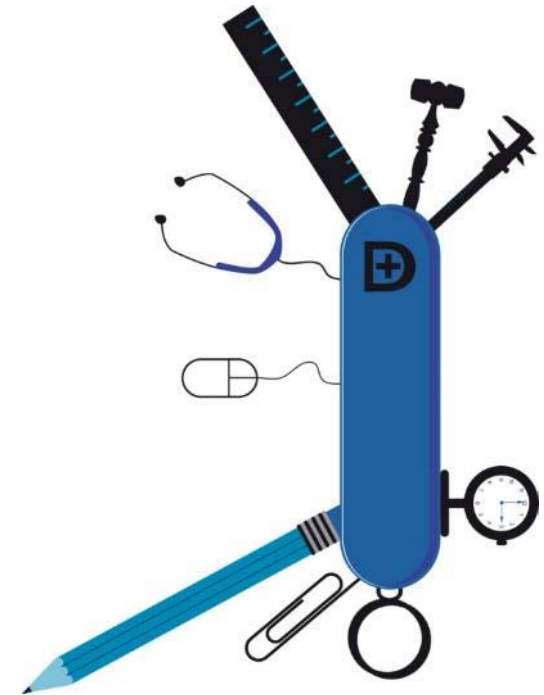


Review Activity 1

Support and share

What are the main questions arising from the structure and assessment overview of the IAL 4 Units?

Is there any specific support and advice you would like Pearson Edexcel to provide?



B - Supporting great teaching

Thinking Geographically

- We want to support your students in becoming confident, capable and successful geographers.
- That's why our qualifications and published resources have gone a step further to provide our most comprehensive support offering ever.
- These tools and materials will nurture your students' abilities to:
 - ☐ *ask geographical questions,*
 - ☐ *learn about places, patterns and processes,*
 - ☐ *use, interpret and analyse geographical data,*
 - ☐ *and use geographical terminology confidently in their writing.*



Thinking Geographically: Maths and statistics

- Based on the **proven approach** of Pearson Maths
- A **teacher guide** clearly detailing what is learnt in their Maths lessons and linking this to their geographical skills
- Ensuring **terminology** and approach is consistent with Maths, so students can make links between the subjects.
- Worksheets building **confidence and fluency** to master problem-solving and reasoning activities that model maths and statistical concepts in a geographical context
- Supporting students in strengthening, checking and testing their skills through the **Pearson 'Progression Scale'**



Published SoW

Content Topic 1: World at Risk	
Week 2 Global hazard patterns	Suggested activities/resources <ul style="list-style-type: none"> Mapping activities to show the distribution of geophysical and hydro-meteorological hazards Exploration of the physical processes involved in generating hazards. Critical examination of the importance of human factors such as the level of development, population density, accessibility and governance in explaining the distribution of hazards Student research to produce factsheet on Philippines and California hazard distributions, risk and interactions (e.g. earthquakes + landslides). Comparison of the impacts of the Indian Ocean Boxing Day Tsunami with the Sendai Tsunami. Research the economic effects of these tsunami on the economies of these countries. <ul style="list-style-type: none"> http://www.ldeo.columbia.edu/chrr/research/hotspots/coredata.html Columbia University website focussed on hazard distribution http://www.scsn.org/commentary/?cat=2 database of 'real time' earthquakes in California
Aims and learning outcomes: <ul style="list-style-type: none"> Understand distributions of natural hazards in terms of physical processes Understand that human factors can help explain patterns of disaster impact globally and regionally Understand the concept of multiple hazard zones and why some locations are considered hazard hotspots due to the frequency of different hazards events Research disaster hotspots and explain causes, impacts and interactions in the Californian Coast and the Philippines The concept of mega-disasters (tsunami, earthquakes, regional drought) that affect more than one country with unusually large human and economic impacts. Understand the implications for regional economies and the global economy of mega-disasters both in terms of impacts and the scale of the required response 	

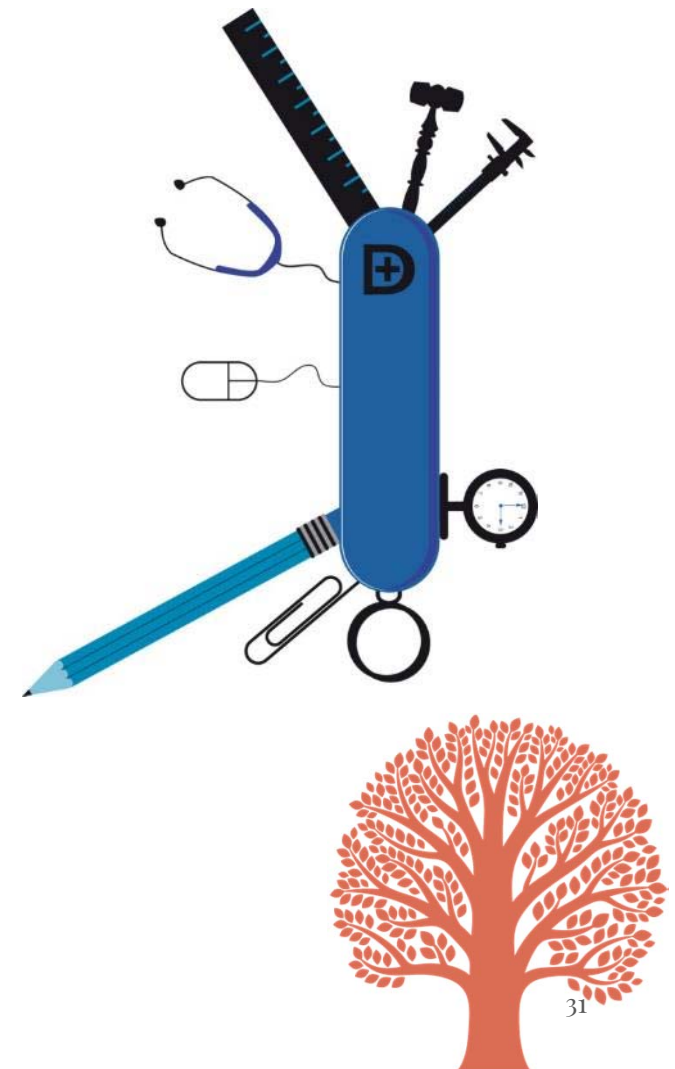
Content: Research and fieldwork preparation		
Week 12 Presentation, analysis, conclusions and evaluation	Suggested activities/resources <ul style="list-style-type: none"> Exploration of the range of different presentation techniques Pros and cons of primary vs secondary data in terms of reliability Comparison of different cartographic techniques to show information, e.g. map and graph overlays Role of simple statistics, e.g. descriptive How to write a conclusion – can be researched here 	Teaching points to note <p>You are using the information contained within the specification Appendix 2, page 69</p>
Aims and learning outcomes: <ul style="list-style-type: none"> Find out about Anscombe's quartet – how does this link with the need to plot data as well as analyse it? Describe the advantages and disadvantages of different types of measures of centrality (statistically) Explore the strange spurious statistics and correlations, e.g. here Research how to write a critical evaluation of the overall investigative process Use a computer to calculate statistical measures, e.g. using a large data set from here. Explore how it helps to better understand data. Write down how the literature research assisted the investigative process at different stages and also critically reflect on its applicability. Evaluate methodology and results, and the conclusions drawn from analysis of data and information collected and their wider geographical significance. 		

Review Activity 2

Resource consolidation

To what extent will you consider accessing these resources, and how might they be helpful in planning and delivery?

Are the 2009 (home) GCE books, resources and past papers relevant and useful?



Support Overview

Free Support

Getting Started
Guide & Scheme of
Work

Getting Ready to
Teach Events

Subject
interpretation of
transferable skills

Subject Advisor

Results Plus

Regional Support
Manager

Additional support for selected subjects

Lesson plans

Exemplar Marked
Responses

Topic booklets &
Subject guides

Additional SAMs

Exam Wizard



- Free online results analysis tool for teachers
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning
- Use this knowledge to inform teaching strategies and approaches
- Provides a comparison of student performance at regional level.
- Allows centres to view their country's results compared to the total Edexcel cohort.
- Mock exams results can also be fed into the system to produce an analysis
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:

<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



Other useful links

[1. Grade Boundaries](#)

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.

[2. Examination Results Statistics](#)

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

[3. Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.



Contact your dedicated Subject Advisor

Subject Advisor details

Your subject advisor is Jon Wolton

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Twitter: **@Geogadvisor**

Email: Teachinggeography@pearson.com



Sign up for monthly newsletters from Jon to stay on top of qualification updates, training, course materials and industry news.



**C - Planning to
deliver the new IAL
specification**

What to consider when planning?

1. Geographical skills
2. Place contexts
3. Fieldwork, research and enquiry work
4. Writing and communication skills
5. Revision and assessment to track progress



1. Geographical skills

Students are required to develop a range of geographical skills (p. 67):

- Qualitative approaches to data (e.g. coding, sampling)
- Quantitative approaches to data (e.g. statistical tests)
- Data and information research skills
- Use of spatial (e.g. GIS) and innovative forms of data (e.g. crowd-sourced and 'big data')

The full list of geographical skills is provided on pages 67-69 of the IAL-level spec, and are assessed across any examined papers.

(please note that the skills acquired at GCSE are also required; see p.35-36 in GCSE Spec A or p.37-38 in GCSE Spec B)



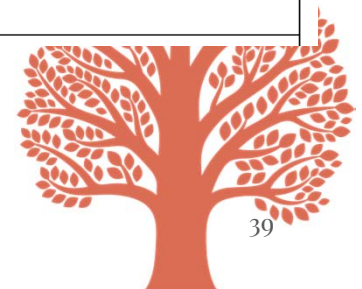
Integrating geographical skills

<p>Rising emissions are widely blamed for contemporary global warming</p>	<ul style="list-style-type: none"> • Changes in atmospheric composition (CO₂, CH₄, NO_x) since 1960 show trends in concentrations of greenhouse gases, which are linked to an enhanced greenhouse effect. (4) • There are variations in the sources of these emissions by economic activity, countries (including change over time) both in absolute and per capita terms (⬆ developed, emerging and developing countries).
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‘Integrated skills’ are **signposted** within the detailed content

‘Integrated skills’ are then **detailed** at the end of each content section

Integrating geographical skills in Unit 1	
The following geographical skills should be integrated into the teaching of Unit 1 and may form part of the assessment of this unit:	
(1)	Use of correlation techniques (scattergraphs and Spearman’s rank correlation) to investigate the relationships between magnitude and human and economic losses.
(2)	Analysis of the distribution of different hazard types on global and regional scale maps.
(3)	Analysis of population density and development levels using dot density, choropleth and cartogram maps at local and regional scales.
(4)	Analysis and interpretation of tsunami travel time maps.



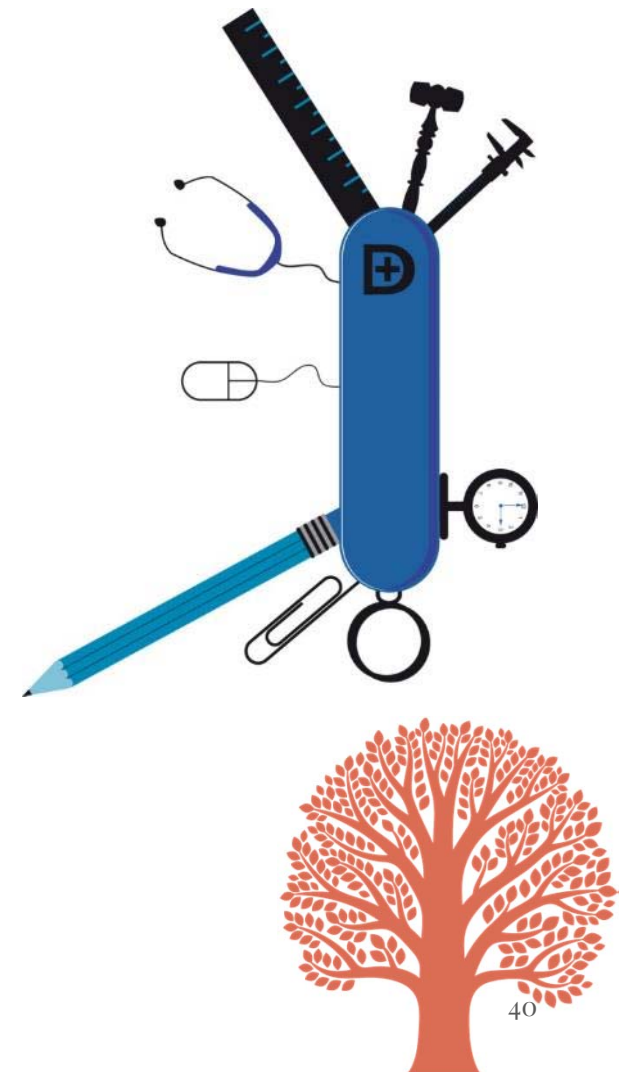
Review Activity 3

Geographical Skills


Which geographical skills (p. 67-68) are you more or less confident at delivering within your IAL Geography course?

On three separate post-it notes:


- What do you think your strengths are?
- What are your concerns/questions?
- What sort of support do you think you'll need?

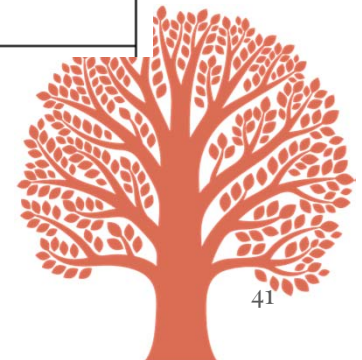


2. Place contexts

- Throughout the content there are **place contexts** from developing, emerging and/or developed countries (defined on p.94 of the spec)
- Where place contexts should be taught, a  symbol is used in the spec content

Topic 1:
World at
Risk

Natural hazards are caused by hydro-meteorological processes	<ul style="list-style-type: none">• Short-term meteorological conditions cause hydro-meteorological hazards (cyclones, floods).• Drought is caused by medium-term trends in rainfall; ENSO cycles can be linked to weather hazards (flooding, drought) ( Pacific basin).
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3. Planning fieldwork

Q Should fieldwork be carried out while delivering the linked content?

- ✓ Reinforces classroom learning

Q How long to spend on fieldwork?

- ✓ 2 days minimum for IAL
- ✓ 3+ days would present more opportunities?

Q When to carry out fieldwork?

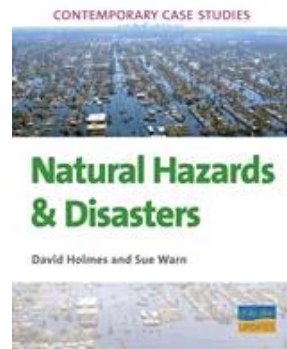
- ✓ Autumn and Spring terms in year 12 (AS)
- ✓ In A2 year for developing other understanding?



Example research sources



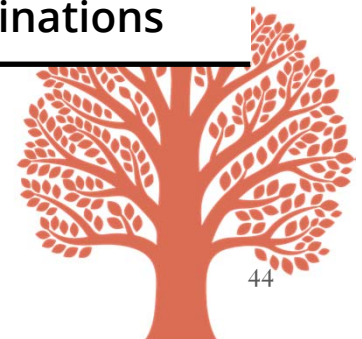
Edexcel



Review Activity 4

IAL / overseas fieldwork may present different opportunities and challenges

Autumn term	Summer term
<p>Advantages:</p> <ul style="list-style-type: none">• Students will be new to the course so good group bonding opportunity• Fieldwork centres likely to be quieter	<p>Advantages:</p> <ul style="list-style-type: none">• Longer day in the field and more probably better weather conditions• More time to cover the necessary course content
<p>Disadvantages:</p> <ul style="list-style-type: none">• A shorter day in the field and a higher likelihood of poor weather• May not have enough time to cover the necessary course content	<p>Disadvantages:</p> <ul style="list-style-type: none">• Field centres and field study locations may be busy!• Possibly difficult to get students out of school, e.g. mock examinations



4. Writing and communication skills

Evaluative language

- Command words frequently '**assess**' or '**evaluate**' in the year 2 assessments
- Other options include '**assess the extent**' or '**evaluate the relative importance of**', possibly '**discuss**'.
- A glance at Level 3 or Level 4 of the mark scheme shows how important addressing the command word is.
- L3 / L4 means deciding on importance, weighing up views, making a judgement / conclusion
- There is a certain set of words / writing style that works for these commands:

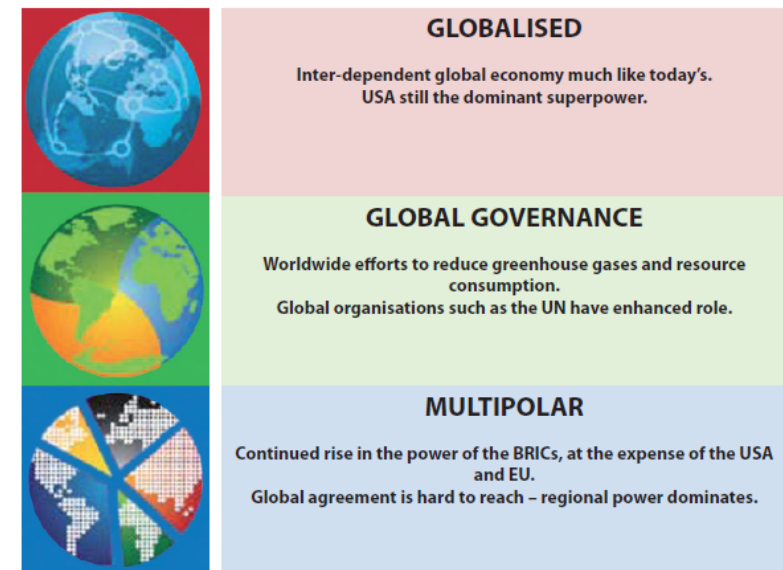
- However
 - On the other hand
 - But
- NEVERTHELESS
 - In conclusion
 - An alternative view
- On balance
 - In contrast
 - Yet
- Although



Interpretation skills

- **World map:** the danger here is only referring to one part e.g. 'Africa', or seeing a 'north south divide' as the only pattern
- **Graph:** axes need to be studied. What does the graph show? Are there any trends? Don't refer to only 1 part of the graph, try to mention all of it.
- **Data table:** often only a few parts of the table are referred to; try to give an overview as well as some detail.
- **Diagram:** these often contain text; read it carefully and use it. Try to make reference to most parts of the diagram.

Figure 3 Three possible global scenarios for 2025



Longer-answer writing skills

- For the 15 mark 'essay' questions (unit 3) candidates need to remember **not** to discuss the Figure (it's only relevant to the 10 mark part)
- A **structure** is important:
 - ❖ 5-6 line **intro** defining key words + stating the range of material to be discussed
 - ❖ 3 or 4 **paragraphs** of different aspects of the question
 - ❖ 5-6 line **conclusion** that makes an overall **judgement**
- The ideal length is about 2 sides, perhaps 2 ½.
- Before you start, read the question carefully as they tend to be quite demanding.



Analysis and Application – Unit 4 especially

😊	😞
Select & Apply	Descriptive ‘everything I know’
Case studies / examples illustrate different points	‘Different’ case studies are actually very similar.
Factually accurate	Inaccurate
Clear explanations; complex ideas	Simplistic, lacks understanding
Clear, logical argument	No argument, just ‘stuff’
Balanced view	Unbalanced; stereotypical
Linked; one example / idea leads to another	Separate accounts, usually ‘the next case study is’
Ongoing evaluation provides cement to link sections	No ongoing evaluation
Diagrams chosen carefully & used	Pictures make it look pretty



5. SoW & Assessment

- The AS is the first half of the full IAL qualification
- It can be awarded as either a discreet AS or IAL qualification
- There are both Jan and June entries available

	Unit 1: Global Challenges - Editable Scheme of Work (Word version) DOCX 628.2 KB 18 May 2016
	Unit 1: Global Challenges - Scheme of Work (pdf version) PDF 179.8 KB 18 May 2016
	Unit 2: Geographical Investigations - Editable Scheme of Work (Word version) DOCX 636.8 KB 18 May 2016
	Unit 2: Geographical Investigations - Scheme of Work (pdf version) PDF 205.8 KB 18 May 2016
	Unit 3: Contested Planet - Editable Scheme of Work (Word version) DOCX 654.7 KB 18 May 2016
	Unit 3: Contested Planet - Scheme of Work (pdf version) PDF 575.3 KB 18 May 2016
	Unit 4: Researching Geography - Editable Scheme of Work (Word version) DOCX 665.0 KB 18 May 2016
	Unit 4: Researching Geography - Scheme of Work (pdf version) PDF 419.3 KB 18 May 2016

International Advanced Level Geography

Assessment availability chart

Unit number/Title	June 2017	January 2018	June 2018
Unit 1: Global Challenges	✓	✓	✓
Unit 2: Geographical Investigations	✓	✓	✓
Unit 3: Contested Planet		✓	✓
Unit 4: Researching Geography		✓	✓
IAS award	1 st AS award		
IAL award		1 st IAL award	



D - Considering fieldwork requirements

There are probably some decisions you need to make...

- Q When?
- Q Where?
- Q What option(s) in the Physical and Human?
- Q Pre and post fieldwork support
- Q Making it work for assessment

Logistics

- Residential or day
- Local or further away
- Single or multiple trips



Challenges and opportunities in Meeting Fieldwork Requirements post 2016?

Changes to specifications and assessment bring challenges and opportunities for teaching.

Q What excites and what worries you about Pearson Edexcel's new model for fieldwork?

Q Are these the same in both of your settings?

Join up with another pair – share your challenges and opportunities...

Q What are the common themes?



The ideal time for fieldwork....

In an ideal world AS Fieldwork.....

Is embedded within the teaching of the content to which it relates, and at a point when it can contribute most to the learners understanding of that topic.

Is not limited in length to one day per topic, rather is sufficient to deliver the content and detail that supports classroom learning.

May involve residential aspects where required to allow learners to visit landscapes which present the best learning opportunities accessible.



The pragmatic time For fieldwork

In reality the dates for AS Fieldwork are probably a compromise.....

It takes place around the time of teaching content – it may be immediately before, during and after teaching a particular topic. Field trip dates may influence teaching plan or vice versa.

Is restricted by the limitations of the school calendar and cover arrangements.

Depends on availability and price of transport, accommodation and provider available dates.

Is timed to suit the exam – close enough, but not too close!



Fieldwork is mandatory

Pearson Edexcel International Advanced Subsidiary in Geography (XGE01)	
Centre name:	Centre number:
All students must carry out two days of fieldwork outside of the classroom and school grounds.	
Details of fieldwork	
Fieldwork day 1 Fieldwork date: _____ Location: _____ Number of students: _____ Summary of geographical issues/questions investigated:	Fieldwork day 2 Fieldwork date: _____ Location: _____ Number of students: _____ Summary of geographical issues/questions investigated:



Fieldwork activity is prescribed

Topic 1: Crowded Coasts

Students could investigate questions relating to the following themes, and then use those questions to devise an appropriate methodology:

2.3.3 Coastal ecosystems and environments

Enquiry question: How do coastal ecosystems develop, what is their value and how are they threatened?

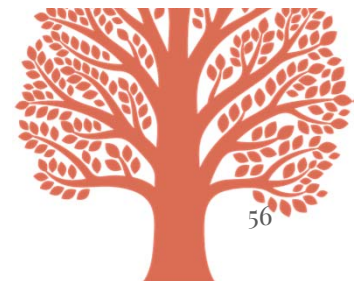
- A research (secondary data) and fieldwork (primary data) investigation into the development and structure of sand dune, salt marsh or mangrove coastal ecosystems and an evaluation of the types and impacts of human activities threatening the coastal ecosystem.

2.3.4 Managing coastal change

Enquiry question: How can coastlines be managed in a sustainable way?

- A research (secondary data) and fieldwork (primary data) investigation into the flood and/or erosion risk facing a stretch of coastline and an evaluation of the success of management measures and defences implemented to mitigate risk.

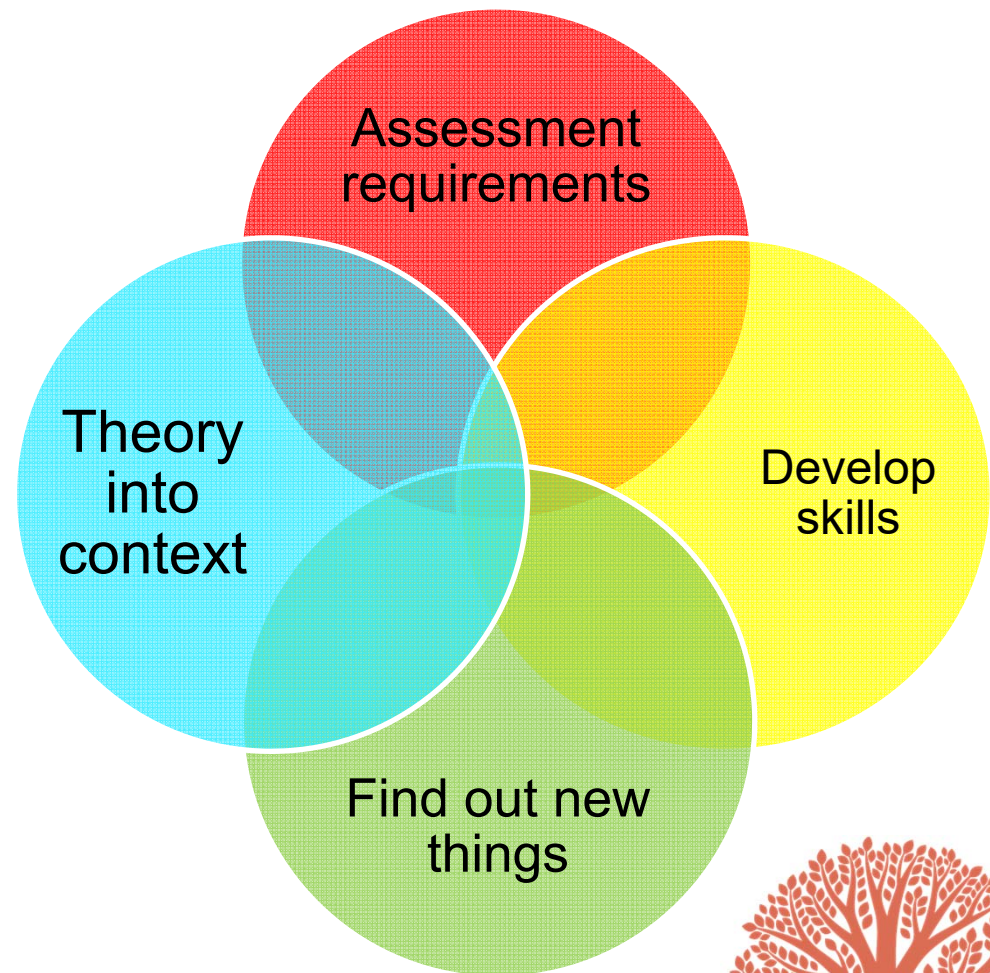
Can you give the opportunity to investigate both themes (on the same day)?



Developing individuality in enquiry?

Assessment models over recent years have “de-trained” many students in the art of genuine investigation.

“Investigations” have become more about meeting assessment requirements than about finding out new things about places.



Developing Individuality in Enquiry?

Developing students confidence and ability to ask questions about places and take ownership of investigative work is vital for ensuring students are prepared IAL Assessment in Unit 2

Modelling an enquiry approach can be developed further down the school and used in all Geography lessons, not just those relating to fieldwork.

It's all about developing understanding by asking questions and finding out.



Enquiry in the IAL (Stage 1)

Pre-fieldwork, planning and research	(1) Identification of the question for investigation	Consideration of the possible fieldwork opportunities and questions that could be investigated in the chosen coastal or urban environment, including practical considerations of accessibility and manageability in the time available.
	(2) Contextualising the investigation	Researching relevant secondary information sources and background information (internet, magazines, books and others), GIS, and relevant models/theories in order to help finalise a working hypothesis and/or key questions to investigate.



Enquiry in the IAL (Stage 2)

Primary fieldwork data collection	(3) Methodology and design	Consideration of fieldwork locations and numbers of sites; group or individual data collection; consideration of appropriate sampling procedures (systematic versus random versus stratified) and sample size. Consideration of health and safety and completing risk assessments. Development of recording sheets for measurement and observation.
	(4) Primary data collection, equipment and recording	Use of appropriate quantitative and qualitative data collection methods to provide a sufficient range of data to help answer the aims of the investigation decided upon in (2). Ongoing consideration of methods to ensure accuracy and reliability and identify potential errors.



Enquiry in the IAL (Stage 3)

Presentation, analysis, conclusions and evaluation	(5) Data processing, analysis and presentation	Data collation and analysis using suitable numerical and statistical methods (including the use of ICT for processing and dissemination e.g. spreadsheets; use of ICT and/or hand-drawn graphical skills to present information in suitable graphical, diagrammatic and cartographic ways. Simple statistics may be relevant, e.g. measures of central tendency, spread and cumulative frequency.
	(6) Explanation and conclusions	Reviewing the results of primary fieldwork data and secondary research to provide explanations and form conclusions linked to the original hypotheses/key questions, utilising evidence and reasoned chains of argument.
	(7) Critically reflecting on the results and process	A critical reflection on the fieldwork data, methods used, knowledge gained and how this could be applied to other fieldwork contexts. Consideration of the accuracy, validity and reliability of the conclusions.



What Questions Could You Ask About This Place (1)?

How has the coastline changed over time? How resilient is it to changes in the system?

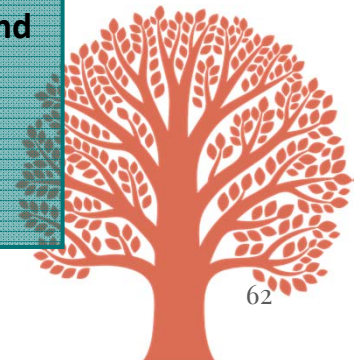
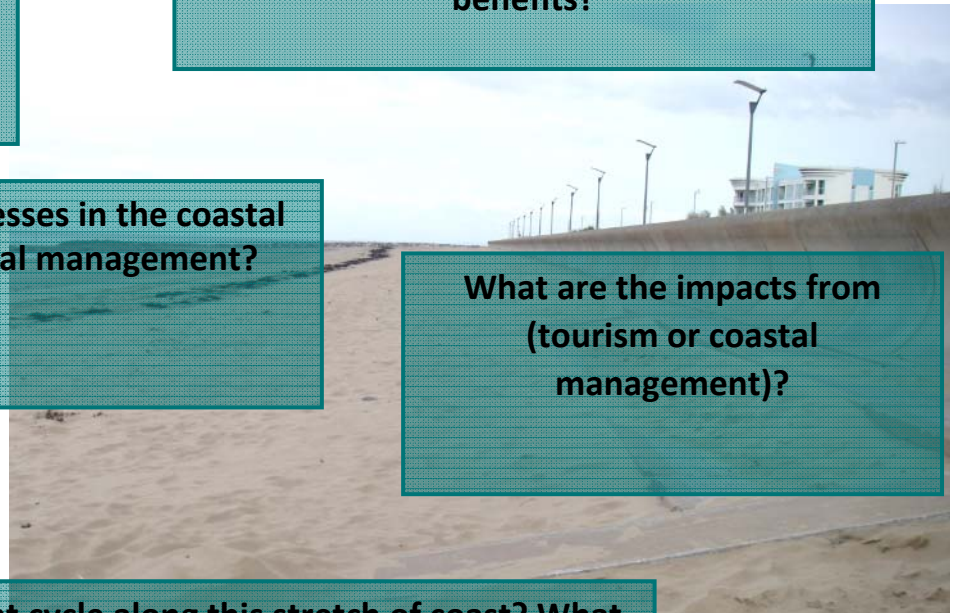
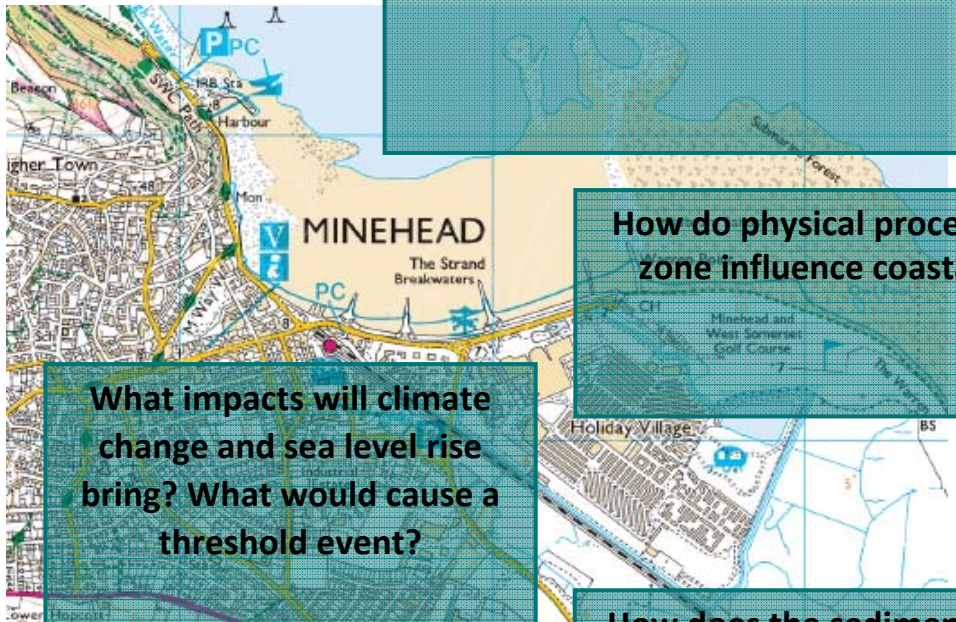
How is the coast managed and will management in the future be worth the benefits?

How do physical processes in the coastal zone influence coastal management?

What are the impacts from (tourism or coastal management)?

What impacts will climate change and sea level rise bring? What would cause a threshold event?

How does the sediment cycle along this stretch of coast? What implications does this have on... 'coastal management' or 'land forms' or 'integrated coastal zone management'?



What Questions Could You Ask About This Place (2)?



Review Activity 4

Think about all of the fieldwork you currently do across all levels – AS and A2.

- Q How do you ensure progression in fieldwork skills?
- Q How to engage your students in the enquiry process?

Where do you go? Why do you go? What do you do? What do the learners do? What did they learn? What did they find out? Who planned it?

- Q Does the fieldwork change from KS3 to A-Level?
- Q What is similar or different across the different levels?



E - Looking more closely at the IAL assessment

Assessment principles

- Our assessment structure is straightforward to navigate
- Questions **ramp in demand** within each section and across the qualification as a whole.
- There is a **clear and consistent** relationship between command words, mark tariffs and skills.
- Levels based mark schemes are explicit about the skills required in the extended response questions.
- The investigation requires a range of skills, particularly **fieldwork**, **research** and **extended writing skills**, that will prepare students for higher education.



Understanding the AOs

	Students must:
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scale
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues
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



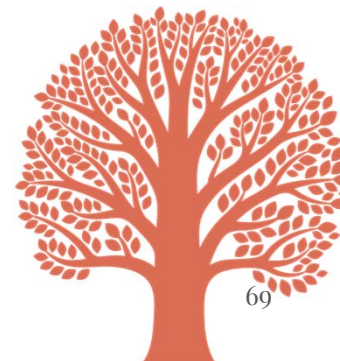
AO balancing between Units

Unit number	Assessment objective		
	AO1	AO2	AO3
Unit 1	20%	10%	0%
Unit 2	5.3%	2.7%	12%
Unit 3	10%	20%	0%
Unit 4	5.3%	8%	6.7%
Total for International Advanced Level	39-41%	39-41%	18-20%



Command Words

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 about 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.
Calculate	Produce a numerical answer, showing relevant working.
Compare	Find the similarities and differences of two elements given in a question. Each response must relate to both elements, and must include a statement of their similarity/difference.
Complete	Create a graphical representation of geographical information by adding detail to a resource that has been provided.
Define	State the meaning of a term.
Describe	Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.
Discuss	Use evidence to build an argument about an issue. Present more than one side of that argument to create a written debate, identifying both positive and negative points to reach an evaluative conclusion.
Examine	Assimilate, consider and review information (either supplied as a resource, or from existing knowledge and understanding of a topic). It may then require some form of decision or judgement to be made, drawing on any evidence provided and consideration of the topic.
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.
Explain	Provide a developed, reasoned explanation of how or why something occurs. An extended response explanation requires a depth of understanding to be demonstrated through the justification/exemplification of points identified.
Identify/give/ name/state	Recall or select one or more pieces of information.
Sketch/calculate	Perform a procedure as instructed relevant to the context of the question.
Summarise	Give the main points relating to data, information or a resource, providing



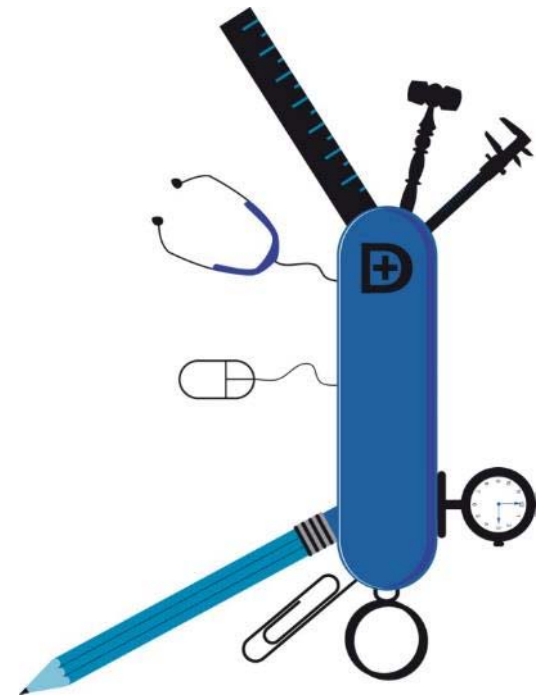
Review Activity 5

Levels or point marked?

Without looking at the Sample Assessment Materials (SAMs), which command words are point marked and which are levels-marked?


Confirm your discussions with reference to the SAMs.

What “rules” can you see in terms of questions and setting?



Mark scheme: indicative content

- For point-marked questions at AS (and a small number at A-level) mark schemes remain the same as they are now →
- Levels based mark schemes have indicative content organised by Assessment Objective (AO)
- This is the case only when there is more than one AO being tested.
- The indicative content for each AO will be proportionate to the AO weighting
- In this case it is $AO1 = 3$ $AO2 = 3$, so the AO content is roughly even



Question number	Answer	Mark
2(a)(i)	AO1 (1 mark) <ul style="list-style-type: none">• Ice cores/pollen analysis/geological record (1) Do not allow tree rings or glacier retreat (not long term).	(1)

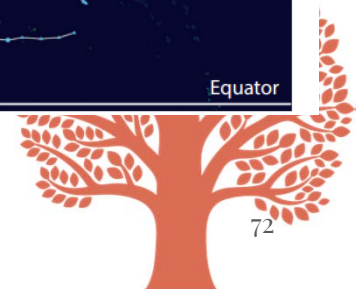
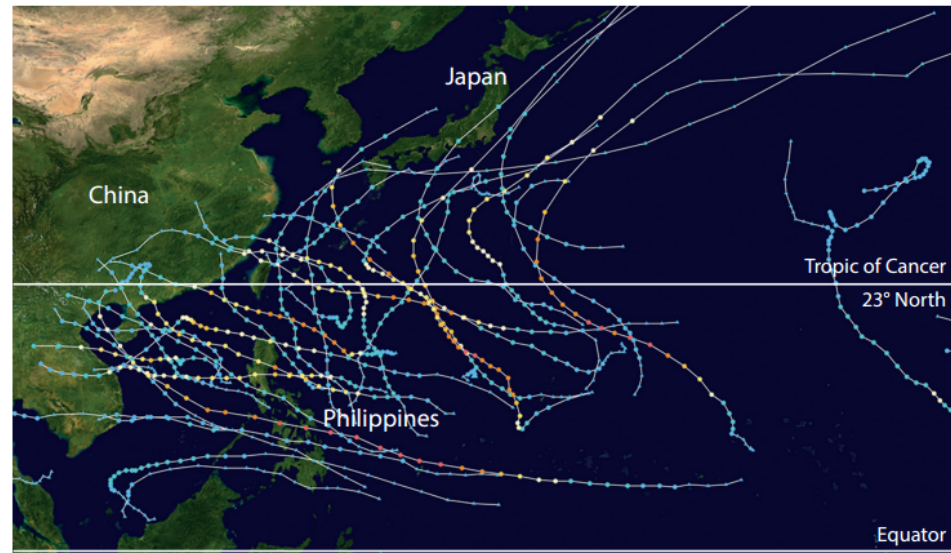
AOs are always stated for each Q. You should expect the AO balance to remain stable across Sections (A, B C etc) within an exam paper from one series to the next.



Mix it up: AO1 & AO2

Question number	Answer	Mark
1(a)(iii)	<p>AO1 (1 mark)/AO2 (1 mark)</p> <ul style="list-style-type: none"> The map shows that the area is between the Tropics and so will have warm ocean temperatures (1) (AO2), so storms gain energy for convection (1) (AO1) Coriolis effect active/away from Equator/between approx. 5–25° N (1) (AO2), so generates anti-clockwise rotating storms (1) (AO1) 	(2)

Here, candidates get a mark for the use of the resource (AO2) and then a further mark (AO1) for an explanation of meaning from the resource



Indicative mark scheme – example Unit 1

(c) Explain why the accuracy of past climate records might be questioned.

(6)

Question number	Answer
3(c)	<p style="text-align: center;">AO1 (6 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> consequences for workers can be positive: job opportunities with TNCs which invest, e.g. Pfizer in Cambridge, which result in higher wages, training, research and development tax revenues increase so multiplier effect benefits workers: increased government spending in education/infrastructure/housing or negative: jobs outsourced to locations with lower cost/lower health and safety standards so unemployment rises international immigration keeps wages lower and reduces job availability. Money may leave country as wages are repatriated, reducing local spending in shops/services. De-multiplier effect.

Other valid AO1 ideas (knowledge supported by understanding) will be given credit.



Levels-based mark scheme – fieldwork (AO3 6 marks)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited understanding of the relationships between geographical questions and the background information, geographical context and research question. (AO3) Uses a limited range of fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) Limited evidence of an ability to draw conclusions and the evaluation is simplistic, limited to one stage in the route to enquiry. (AO3)
Level 2	3–4	<ul style="list-style-type: none"> Some understanding of the relationship between the background information, geographical context and research question. (AO3) Uses some fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) Some evidence of an ability to draw conclusions and the evaluation is relevant, but restricted to one or two stages in the route to enquiry. (AO3)
Level 3	5–6	<ul style="list-style-type: none"> A full understanding of the relationship between the background information, geographical context and research question. (AO3) Uses an appropriate range of fieldwork research skills and techniques to obtain information that may link to, but not support, the investigation of the research question. (AO3) Clear evidence of an ability to draw conclusions and the evaluation is full, across a number of stages in the route to enquiry. (AO3)

The bullets in the Levels will have different significance depending on the nature of the question being asked relevant to the particular stage in the enquiry process



Fieldwork assessment in Unit 2

Q What is the nature of the fieldwork assessment in Unit 2?

Q What is meant by 'familiar' and 'unfamiliar' contexts?

Q Understanding the 12-mark extended response fieldwork questions:

- What is the examiner looking for?
- How do questions target the assessment objectives?
- How are the mark schemes structured?

Q What implications does this have for AS Geography fieldwork?



Reminder: Structure of assessment Unit 2

Content summary

A closer look at how physical and human issues influence lives and can be managed, at a local scale. There are two compulsory topics that form this unit:

- Topic 1: Crowded Coasts
- Topic 2: Urban Problems, Planning and Regeneration

Assessment

1 hour and 30 minute examination paper in **three** sections.

Section A: data response and short-answer questions on crowded coasts and urban problems, planning and regeneration.

Section B: compulsory short-answer questions on research and fieldwork investigation.

Section C: choice of **one** fieldwork question, on **either** Crowded Coasts **or** Urban Problems, Planning and Regeneration.

Unit 2 - Geographical Investigations

External assessment: written examination

Total marks: 60

Weighting: 20% of the total IAL marks

Examination time: 1h 30m

60 marks in 90 minutes

- Section A is compulsory: AO1 and AO2 Qs with resources. **24 marks**
 - Section B is compulsory: **Familiar** (AO3) **24 marks**
- Section C: choose one from two. **Unfamiliar** (AO3). **12 marks**



‘Familiar’ fieldwork questions

(b) Explain why you chose **one** particular method to analyse your fieldwork data.

(2)

(c) Summarise the main results and conclusions from your fieldwork investigation.

(6)

(d) Evaluate your route to enquiry, from the initial research question design through to the development of your conclusions.

(12)

You need to give **balanced consideration** to all the methods used to collect secondary data (and could even relate to the methods used to collect primary data), and **use evidence** to determine the **relative value** of the secondary methods in relation to the investigation as a whole:

- Q What secondary data was researched?
- Q Assess why they were chosen (i.e. link to the overall methodology)?
- Q Was there any bias; were the sources reliable?
- Q Did the secondary data methods support the primary data methods?
- Q Which methods provided the most valuable secondary data ?



Unit 3 Assessment

Content summary

Physical systems underpin the distribution and use of resources, and resource management is a key issue for geography in today's world. Consumption patterns highlight stark inequalities between regions, countries and groups of people. Many resources are finite, and rising consumption means that difficult decisions over the use of resources will have to be taken more frequently.

Section A – compulsory topics:

- Topic A1: Atmosphere and Weather Systems
- Topic A2: Biodiversity Under Threat

Section B – optional topics:

- Topic B1: Energy Security **or** Topic B2: Water Conflicts

Section C – optional topics:

- Topic C1: Superpower Geographies **or** Topic C2: Bridging the Development Gap

Unit 3 - Contested Planet

External assessment: written examination

Total marks: 90

Weighting: 30% of the total IAL marks

Examination time: 2 hours

Unit number	Assessment objective		
	A01	A02	A03
Unit 1	20%	10%	0%
Unit 2	5.3%	2.7%	12%
Unit 3	10%	20%	0%
Unit 4	5.3%	8%	6.7%



- Section A is compulsory (plus synoptic). **50 marks**
 - Section B: choose one from two. **20 marks**
 - Section C: one single Q. **20 marks**



Options and focus – reminder

Section A Study BOTH	Section B Study ONE	Section C Study ONE
A1 Atmosphere and weather systems	B1 Energy security	C1 Superpower geographies
A2 Biodiversity under Threat	B2 Water conflicts	C2 Bridging the development gap

This unit is issues-based, allowing for investigation of the causes and consequences of global issues. Examples and case studies can be used to support teaching and learning but the choice of these is again down to the teacher.



Unit 3 Synopticity

Synoptic question

You should use relevant knowledge and understanding from AS unit 1 and A2 unit 3 (topics A1 and A2) to answer this question.

3 To what extent is globalisation responsible for the threats facing biodiversity?

(15)

Question number	Answer
3	<p>AO1 (5 marks)/AO2 (10 marks)</p> <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> globalisation has led to dramatically increasing demand for resources, some of which involve the destruction/degradation of biomes/biodiversity rapid industrialisation has increased global pollution levels with negative impacts on biodiversity a key element of globalisation is increased accessibility and transport, so few areas are as isolated as they once were the rise in global population puts increased pressure on resources (may not be linked to globalisation) the increase in TNCs could be linked to global chains of production and resource exploitation.

AO2:

- globalisation could be seen as actually promoting the protection of biodiversity, as threats are well-known through global media channels and people are encouraged to care about such issues
- TNCs are quickly shamed by pollution events, e.g. BP oil spill in 2010, and work hard to regain their image; sustainable branding might help achieve this but it could be viewed as 'greenwashing'
- as countries globalise and develop they may change their attitudes to biodiversity, e.g. environmental awareness and conservation efforts have increased as Brazil has developed and an educated, globally aware middle class has grown
- the Environmental Kuznets curve idea is relevant and might suggest that the most globalised, connected countries are more likely to protect than degrade; development might be argued as the key threat as opposed to globalisation per se
- the growth of global tourism might be seen as a double-edged sword, both encouraging development in isolated areas and risking biodiversity but also promoting ecotourism and raising awareness



Exploring Unit 4 – Researching Geography

Overview

This Unit is designed to allow students and centres to specialise in a topic that reflects their expertise and their interest. It cultivates the skills of independent learning and research in a manner that is both excellent preparation for higher education but also an important skillset in its own right.

Each student will choose one topic to study and answer one question on that topic in the 90 minute examination.

Uniquely on this specification there is a pre-released set of research steers; two for each option. These are designed to help students focus their research and help teachers both lead on that process as well as give guidance to their students about the most productive lines of enquiry.



Reworked MS from Legacy

GEO4 GENERIC MARK SCHEME :		Introducing, defining and focusing on the question
9-10	<ul style="list-style-type: none"> • Clear reference to title- develops a focus • Indication of framework, either by concepts &/or case studies • Accurate definitions of key terms 	
6-8	<ul style="list-style-type: none"> • Some framework /focus: either by concepts &/or case studies • Incomplete definitions of key terms 	
3-5	<ul style="list-style-type: none"> • Some reference to title, • Some definitions of key terms and/or some framework 	
1-2	<ul style="list-style-type: none"> • Limited introduction, Vague definitions of key terms and/or framework 	
0	<ul style="list-style-type: none"> • No attempt to introduce report. 	
		Researching and Methodology
12-15	<ul style="list-style-type: none"> • Wide range of relevant case studies used (by scale and or location). • Relevant concepts, and/or theories used • Factual, topical evidence • Indication of methodology i.e. how evidence was sampled/selected 	
8-11	<ul style="list-style-type: none"> • Some range (scale/location) of all/mostly relevant case studies used. • Some indication of methodology 	
5-7	<ul style="list-style-type: none"> • Range of case studies /concepts but lacks selection. • Lacks methodology/sourcing 	
1-4	<ul style="list-style-type: none"> • Basic research: • Limited case study material/ concepts or lacks relevance or selection 	
0	<ul style="list-style-type: none"> • Case studies/concepts missing and No evidence of research 	
		Analysis ,application and understanding

Legacy MS out of 70

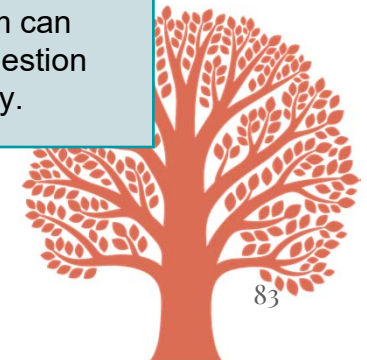
Assessment objective mark distribution						
	I	R	A	C	Q	Marks
AO1	1	15	0	0	0	16
AO2	2	0	16	6	0	24
AO3	2	0	4	9	5	20
Total	5	15	20	15	5	60

Revised IAL out of 60 to reflect a rebalancing of AOs



Legacy Unit 4 Qs and focus

1 The scale of tectonic disasters is largely controlled by the magnitude of the hazardous event. Discuss	Magnitude is obviously important, but so is frequency, degree of predictability level of preparedness, level of development etc Important to cover magnitude + some others (easy to get buried under other factors)
2 Assess the impact of changing climate of the distribution of cold environments.	A bit of an outlier, as pure physical geography doesn't lend itself to a contentious statement – but there are factors beyond changing climate such as altitude, polar circulation, human influences
3 Assess the view that population growth is the most important cause of food insecurity	There is a clear indication here to consider other factors beyond population – such poverty, desertification, food prices, conflict, governance
4 Assess the view that globalisation always reduces cultural diversity.	There is plenty of space in this question to consider the rise of hybrid cultures, how culture is protected and places which has seen limited cultural dilution or change.
5 The level and type of health risk are largely explained by the level of economic development. Discuss	There is a strong overall relationship, but it varies between types of health risk and especially within a country i.e. different groups, different locations.
6 Increasing levels of leisure and tourism inevitably reduce the environmental quality of rural landscapes. Discuss.	Quite straightforward to argue that this is not always the case; successful management in possible and leisure and tourism can even contribute to conservation; very much a 'spectrum' question from severe degradation to enhancing environmental quality.



Next steps...

- Please complete your evaluation form for today's event – in your pack / online (by email)
- 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>



Any questions?



ALWAYS LEARNING