

Pearson Edexcel International GCSE Geography

Welcome to Pearson
Module 1

First teaching in 2017
First assessment 2019



Session Agenda

- 10:00 Welcome & Introductions
- 10.10 International GCSE features
- 10:20 Overview of content, structure and assessment
- 10:50 Planning
- 11.05 Understanding the assessment
- 11.40 Support, resources and final questions
- 12.00 Finish

Aims and Objectives

Delegates will:

- Identify how the qualification is devised and fundamental documentation
- Review the content of the qualification
- Explore how to plan the course and/or lessons
- Understand the assessment of the qualification and how to prepare students
- Identify support available from Pearson

Poll

- How long have you been teaching this qualification?
 - I'm new to the delivery
 - 1-2 years
 - More than 2 years.

Poll

- . What are the main reasons for attending this session?
 - Delegates to enter the reasons in the chat panel.

Pearson Edexcel

About Pearson Edexcel

Pearson is the world's leading learning company. Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

Edexcel is part of Pearson Education and is the UK's largest awarding body.

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.

International GCSE Features



9-1 grading scale

	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new grade 9 represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the grade 7 broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with three new grades 6, 5 and 4 rather than two grades (B and C).</p> <p>The bottom of the grade 4 broadly aligns with the bottom of the grade C.</p>	6	B
	5	
	4	C
	3	D
<p>The bottom of the grade 1 broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
	1	G
	U	U

9-1 grading scale

Awarding

- The grading system is changing, but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment, e.g. 2 grades where the current C grade is.
- Rewards truly outstanding achievement with the grade 9.
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows for clear comparison with English standards, unlike old A* to G grading.

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.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>



Overview of structure, content and assessment of the qualification

Qualification at a glance – Paper 1

Paper 1: Physical geography	*Paper code 4GE1/01
<ul style="list-style-type: none"> • Externally assessed • Availability: June • First assessment: June 2019 • 70 marks 	40% of the total International GCSE
Content summary <ul style="list-style-type: none"> • River environments • Coastal environments • Hazardous environments including fieldwork from one of these topics	
Assessment Examination of 1 hour and 10 minutes, consisting of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions. Section A Candidates choose two out of three questions on: river environments, coastal environments, hazardous environments. Section B Candidates choose one out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.	

Paper 1 Detail – Section A

River environments

- The world's water supply is contained in a closed system –the hydrological cycle.
- Physical processes give rise to characteristic river landforms
- River environments are of great importance to people and need to be sustainably managed

Coastal Environments

- Physical processes and human intervention give rise to characteristic coastal landforms
- Distinctive ecosystems develop along particular stretches of coastline
- Coastal environments are of great importance to people and need to be sustainably managed

Hazardous Environments

- Some places are more hazardous than others
- Hazards have an impact on people and the environment
- Earthquakes present a hazard to many people and need to be carefully managed

Paper 1 Detail – Section B

Fieldwork
assessment (1)

ONE from:

- River environments
- Coastal environments
- Hazardous environments

Assessment of fieldwork skills – Paper 1 Section B

Fieldwork is assessed in Section B of Paper 1. Students are required to complete **one** geographical enquiry involving fieldwork relating to **one** topic in Paper 1.

Paper 1: Physical Geography

- River environments
- Coastal environments
- Hazardous environments

Centre's must ensure that:

- Primary data collection must include at least **one** quantitative and **one** qualitative technique.
- Secondary data collection must include the use of at least **two** different secondary data sources for your chosen environment.

Qualification at a glance – Paper 2

Paper 2: Human geography	*Paper code 4GE1/02
<ul style="list-style-type: none"> Externally assessed Availability: June First assessment: June 2019 105 marks 	60% of the total International GCSE
Content summary <ul style="list-style-type: none"> Economic activity and energy Rural environments Urban environments <p>including fieldwork from one of these topics</p> <ul style="list-style-type: none"> Global issues (Fragile environments and climate change, Globalisation and migration, Development and human welfare) 	
Assessment <p>Examination of 1 hour and 45 minutes, consisting of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.</p> <p>Section A</p> <p>Candidates choose two out of three questions on: economic activity and energy, rural environments, urban environments.</p> <p>Section B</p> <p>Candidates choose one out of three fieldwork-related questions on: economic activity and energy, rural environments, urban environments.</p> <p>Section C</p> <p>Candidates choose one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.</p>	

Paper 2 Detail – Section A

Economic activity and energy

- The relative importance of different economic sectors and the location of economic activity varies spatially, and changes over time
- The growth and decline of different economic sectors has resulted in a range of impacts and possible resource issues
- Countries increasingly experience an energy gap and therefore seek energy security by developing a balanced energy mix and sustainable energy use

Rural environments

- Rural environments are natural ecosystems that are exploited by human activities
- Rural environments have contrasting physical, social and economic characteristics and are experiencing significant changes
- Rural environments need to adapt to be socially, economically and environmentally sustainable

Urban environments

- A growing percentage of the world's population lives in urban areas
- Cities face a range of social and environmental challenges resulting from rapid growth and resource demands
- Different strategies can be used to manage social, economic and environmental challenges in a sustainable manner

Paper 2 Detail – Section B

Fieldwork
assessment (2)

ONE from:

- Economic activity and energy
- Rural environments
- Urban environments

Assessment of fieldwork skills – Paper 2 Section B

Fieldwork is assessed in Section B of Paper 2. Students are required to complete **one** geographical enquiry involving fieldwork relating to **one** topic in Paper 2.

Paper 2: Human Geography

- Economic activity and energy
- Rural environments
- Urban environments

Centre's must ensure that:

- Primary data collection must include at least **one** quantitative and **one** qualitative technique.
- Secondary data collection must include the use of at least **two** different secondary data sources for your chosen environment.

Paper 2 Detail – Section C

Fragile environments and climate change

- Fragile environments are under threat from desertification, deforestation and global climate change
- There are various impacts of desertification, deforestation and climate change on fragile environments
- The responses to desertification, deforestation and climate change vary depending on a country's level of development.

Globalisation and migration

- Globalisation is creating a more connected world, with increased movements of goods (trade) and people (migration and tourism) worldwide
- The impacts of globalisation vary on a global scale
- The responses to increased migration and tourism vary depending on a country's level of development.

Development and human welfare

- Definitions of development and human welfare vary, as do attempts to measure it
- The level of development and human welfare varies globally and has had a range of consequences
- A range of sustainable strategies is required to address uneven levels of development and human welfare.

Case Studies and Examples

The specification includes a number of in-depth case studies.

These are links to topics e.g.

- Case study of a coastal management in developed and developing or emerging country.

There are also located examples, which are indicated in the specification with the globe symbol.

Case studies of coastal management in a developed country and a developing country or an emerging country.	
2.3 Coastal environments are of great importance to people and need to be sustainably managed	<p>a) Conflicts between different users of the coast, with different views on coastal management (conservation or development).</p> <p>b) Causes of coastal flooding (storm surges, tsunamis, climate change) and the prediction and prevention of flooding (forecasting, building design, planning and education).</p> <p>c) Advantages and disadvantages of different coastal management strategies, including soft engineering (beach replenishment, cliff regrading, ecosystem rehabilitation and revegetation, managed retreat), hard engineering (groynes, revetments, sea walls, gabions, riprap) and shoreline management plans. (5)</p>

- a) Characteristics of a rural environment: landscape, climate, settlement, population, land use, employment, accessibility, management (development or conservation).
- b) Factors leading to rural changes in a named developed country 🌐: rural isolation, decline in farm employment, tourist pressures, suburbanisation, counter-urbanisation, and the negative multiplier effect.
- c) Factors leading to rural changes in a named developing country 🌐 or emerging country 🌐: population growth, changing farm economy and landholdings, natural hazards, and rural-urban migration. (3)

Planning

Published planner

Course planner

Editable course planner — International GCSE 2017 Geography

First teaching September 2017 for a two-year course.

Assumed 60 teaching weeks (approximately 30 per year), with integrated skills and fieldwork. An additional 6 weeks for revision.

Note this planner **assumes certain options are chosen**. Other options should be swapped-in as appropriate. The accompanying Scheme of Work (SoW) and planning document includes detailed guidance on delivering the specification content.

Depending on the options, and the order in which they are taught, this schedule will need modifications to fit with term lengths, weeks of teaching, holidays etc.

The timings suggested here, and in the more detailed planner, should be adapted to take into account prior learning, school location and context, as well as the background of the candidates etc.

Term/week	Content	Notes, skills and case study details.
YEAR 1: Term 1		
Week 1	Unit 1 What is physical geography? (Introductory week, making links with Key Stage 3).	Confirming prior learning, stressing the importance of skills, e.g. GIS, maps, data and information and an introduction to fieldwork and enquiry.
Week 2	River environments 1.1a Components and characteristics of the hydrological cycle. 1.1b Features of a drainage basin.	
Week 3	1.1c Factors affecting river regimes – Hydrographs.	Use of descriptive statistics and relational mathematics to develop deeper understanding. Downloading and manipulating data linked to river regimes. Content will help prepare for the field course.
Week 4	1.2a Fluvial processes: Weathering, mass movement, erosion, transportation and deposition.	
Week 5	1.2b How a river's valley and channel changes along its course (Long and cross profiles).	

Course planner

Week 6	Planning rivers fieldtrip	Students are involved in the full enquiry sequence to help plan and design fieldwork.
Week 7	Rivers fieldtrip and follow-up	Further preparation and delivery of a fieldtrip. Time should allow for some follow-up activity, linked to assessment.
Week 8	1.2c Changing river landscapes: Distinctive upland (v-shaped valleys, interlocking spurs and waterfalls) and lowland landforms (meanders, oxbow lakes, flood plains and levees).	Can be linked to experiences undertaken as part of fieldwork.
Week 9		
Week 10	1.3a-c Generic introduction to why rivers need to be sustainably managed.	
Week 11	1.3a-c River management case study from a developed country: covering usage, water quality and flooding.	Case studies of river management in one developed country and a developing country or an emerging country.
Week 12	1.3a-c River management case study from a developing or emerging country: covering usage, water quality and flooding.	
Week 13	Revision, end of topic test and feedback.	Test set using the same structure as live assessment materials.
YEAR 1: Term 2		
Week 1	Hazardous environments 3.1a Characteristics, distribution and measurement of different types of natural hazards including tropical cyclones, earthquakes and volcanoes.	Use of world maps and GIS to show global distribution.
Week 2	3.1b Causes of tropical cyclone hazards.	
Week 3	3.1c Causes of volcanic and earthquake hazards, including the role of plate boundaries and hotspots.	Use a range of different maps to show links between tectonic boundary and hazard type.
Week 4		
Week 5	3.2a Reasons why people continue to live in areas at risk from hazard events.	

Geographical skills

Appendix 4: Geographical skills

Throughout their course of study, students are required to develop a range of geographical skills, including quantitative skills. These skills may be assessed across any of the examined papers. The full list of geographical skills is given below.

Some geographical skills may only be assessed in specific topics. Examples of how these skills could be used within particular topics are signposted in the detailed content and listed in the 'Integrated skills' sections after each topic.

General skills

Atlas and map skills

- Recognise and describe distributions and patterns of both human and physical features at a range of scales, using a variety of maps and atlases.
- Draw, label, annotate, understand and interpret sketch maps.
- Recognise and describe patterns of vegetation, land use and communications infrastructure, as well as other patterns of human and physical landscapes.
- Describe and identify the site, situation and shape of settlements.

Graphical skills

- Label, annotate and interpret different diagrams, maps, graphs, sketches and photographs.
- Use and interpret aerial, oblique, ground and satellite photographs from a range of different landscapes.
- Use maps in association with photographs and sketches and understand links to directions.

Data and information research skills

- Use online census sources to obtain population and local geodemographic information.

Investigative skills

- Identify questions or issues for investigation, develop a hypothesis and/or key questions.
- Consider appropriate sampling procedures (systematic versus random versus stratified) and sample size.
- Consider health and safety and undertake risk assessment.
- Select data collection methods and equipment to ensure accuracy and reliability, and develop recording sheets for measurements and observations.
- Use ICT to manage, collate, process and present information, with use of hand-drawn graphical skills to present information in a suitable way.
- Write descriptively, analytically and critically about findings.
- Develop extended written arguments, drawing well-evidenced and informed conclusions about geographical questions and issues.

Quantitative skills

Cartographic skills

- Use and understand gradient, contour and spot height on isoline maps, e.g. OS maps, weather charts, ocean bathymetric charts.
- Interpret cross sections and transects.
- Use and understand coordinates, scale and distance.
- Describe and interpret geospatial data presented in a GIS framework, e.g. analysis of flood hazard using the interactive maps on an environmental agency website.

Graphical skills

- Select and construct appropriate graphs and charts to present data, using appropriate scales and including bar charts, pie charts, pictograms, line charts and histograms with equal class intervals.
- Interpret and extract information from different types of graphs and charts, including any of the above and others relevant to the topic, e.g. triangular graphs, radial graphs, wind rose diagrams, proportional symbols.
- Interpret population pyramids, choropleth maps and flow line maps.

Numerical skills

- Demonstrate an understanding of number, area and scale, and the quantitative relationships between units.
- Design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability.
- Understand and correctly use proportion and ratio, magnitude and frequency, e.g. 1 : 200 flood, and logarithmic scales such as the Richter scale, in orders of magnitude.
- Draw informed conclusions from numerical data.

Statistical skills

- Use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and interquartile range, mode and modal class).
- Calculate percentage increase or decrease and understand the use of percentiles.
- Describe relationships in bivariate data, e.g. sketch trend lines through scatter plots, draw estimated lines of best fit, make predictions, interpolate and extrapolate trends.
- Identify weaknesses in selective statistical presentation of data.

Integrating Geographical skills

Case studies of energy resource management in a developed country **and** a developing country **or** an emerging country.

<p>4.3 Countries increasingly experience an energy gap and therefore seek energy security by developing a balanced energy mix and sustainable energy use</p>	<p>a) Energy demand and production varies globally and is affected by a range of factors: population growth, increased wealth and technological advances.</p> <p>b) Non-renewable, e.g. coal, oil, natural gas, uranium and shale gas/oil, and renewable sources of energy, e.g. solar, wind, hydroelectric power (HEP), geothermal, biomass, have advantages and disadvantages for people and the environment.</p> <p>c) Energy can be managed in a sustainable way through education, efficiency and conservation (within industry, transport and the home). (5)</p>
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‘Integrated skills’ are **signposted** within the detailed content.

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

Integrated skills	
(1)	Draw and interpret triangular graphs to show the proportion of people employed in the primary, secondary and tertiary/quaternary sector.
(2)	Use numerical economic data to profile the chosen country.
(3)	Interpret photographs and newspaper articles.
(4)	Use and interpret line graphs showing changes in population and resources over time.
(5)	Calculate carbon and ecological footprints.

Poll

- Are there any geographical skills you particularly enjoy teaching?

Understanding the assessment

Assessment

- 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 AS and A Level.

Assessment

- **2 exam papers**
- **Paper 1:** 70 marks, 70 minutes, 40% of the qualification
- **Paper 2:** 105 marks, 105 minutes, 60% of the qualification
- **Paper 1 and 2** both include Fieldwork in Section B, worth 20 marks.
- **Paper 2** also includes Global Issues in Section C, worth 35 marks

Paper 1: Physical geography	*Paper code 4GE1/01
<ul style="list-style-type: none"> • Externally assessed • Availability: June • First assessment: June 2019 • 70 marks 	40% of the total International GCSE
Content summary <ul style="list-style-type: none"> • River environments • Coastal environments • Hazardous environments including fieldwork from one of these topics	
Assessment Examination of 1 hour and 10 minutes, consisting of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.	
Section A Candidates choose two out of three questions on: river environments, coastal environments, hazardous environments.	
Section B Candidates choose one out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.	
Paper 2: Human geography	*Paper code 4GE1/02
<ul style="list-style-type: none"> • Externally assessed • Availability: June • First assessment: June 2019 • 105 marks 	60% of the total International GCSE
Content summary <ul style="list-style-type: none"> • Economic activity and energy • Rural environments • Urban environments including fieldwork from one of these topics	
<ul style="list-style-type: none"> • Global issues (Fragile environments and climate change, Globalisation and migration, Development and human welfare) 	
Assessment Examination of 1 hour and 45 minutes, consisting of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.	
Section A Candidates choose two out of three questions on: economic activity and energy, rural environments, urban environments.	
Section B Candidates choose one out of three fieldwork-related questions on: economic activity and energy, rural environments, urban environments.	
Section C Candidates choose one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.	

Assessment Objectives

		% in International GCSE
A01	Demonstrate knowledge of locations, places, processes, environments and different scale.	15–16
A02	Demonstrate geographical understanding of: <ul style="list-style-type: none"> • concepts and how they are used in relation to places, environments and processes • the interrelationships between places, environments and processes. 	25–26
A03	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	34–35 (approx. 13% applied to fieldwork context(s))
A04	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	24–25 (approx. 10% used to respond to fieldwork data and context(s))

AO's across units

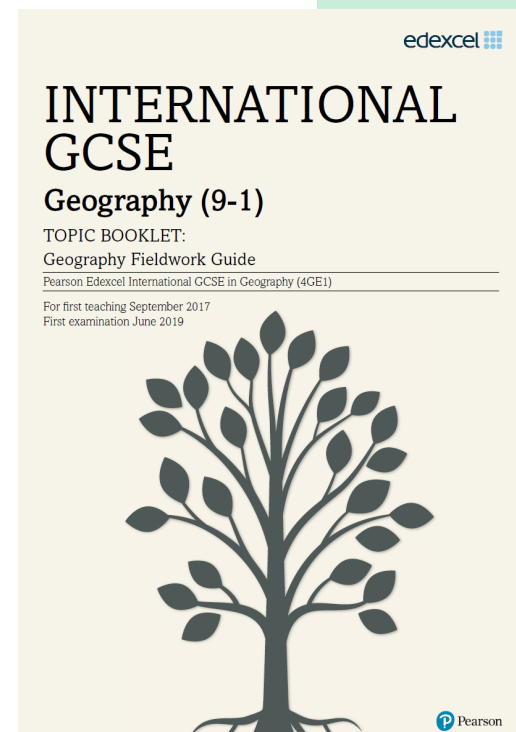
Unit number	Assessment objective			
	AO1	AO2	AO3	AO4
Paper 1	7.1%	12.9%	17.9%	12.1%
Paper 2	8.5%	12.9%	16.2%	12.4%
Total for International GCSE	15–16%	25–26%	34–35%	24–25%

Published command words

Command word	Definition
Identify/state/name	Recall or select one or more pieces of information.
Define	State the meaning of a term.
Calculate	Produce a numerical answer, showing relevant working.
Label	Add a label/labels to a given resource, graphic or image.
Draw/plot	Create a graphical representation of geographical information.
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.
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.
Explain	Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support the explanation.
Suggest	Apply understanding to provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point.
Examine	Break something down into individual components/processes and say how each one individually contributes to the question's theme/topic and how the components/processes work together and interrelate.
Assess	Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.
Analyse	Investigate an issue by breaking it down into individual components and making logical, evidence-based connections about the causes and effects or interrelationships between the components.
Evaluate	Measure the value or success of something and ultimately provide a 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.
Discuss	Explore the strengths and weaknesses of different sides of an issue/question. Investigate the issue by reasoning or argument.

Fieldwork

- Fieldwork is assessed in Section B of Paper 1 and 2.
 - **One** geographical enquiry involving fieldwork relating to **one** topic in Paper 1 and Paper 2
- **Paper 1: Physical geography**
 - River environments.
 - Coastal environments.
 - Hazardous environments.
- **Paper 2: Human geography**
 - Economic activity and energy.
 - Rural environments.
 - Urban environments.



Fieldwork is supported on the website with a dedicated fieldwork guide.

Fieldwork

- Fieldwork questions will include questions set in a **familiar** and **unfamiliar** fieldwork context.
- **Familiar questions:** These require students to interpret, analyse, evaluate and make judgements about their own fieldwork (AO3). They will also require students to communicate their findings (AO4).
- **Unfamiliar fieldwork questions:** These will relate to the geographical enquiry and data collection methods set out in the specification, they will use unfamiliar fieldwork data and students will need to show that they can apply their fieldwork understanding and skills to interpret and analyse this data (AO3) and communicate their findings (AO4).

Fieldwork

Contexts for fieldwork			
Paper 1: Physical geography			
Section B topic	Geographical enquiry	Suggested methods of primary and secondary data collection for familiar fieldwork contexts	What students need to learn for unfamiliar primary and secondary fieldwork contexts in Paper 1
River environments	Investigation of river processes and form through primary and secondary fieldwork evidence	<p>Primary</p> <p>Quantitative e.g. (1) channel measurements - velocity, width, depth and gradient (2) measurements of sediment - size and shape</p> <p>Qualitative e.g. (1) annotated field sketches of the river channel and its features, (2) photographs to show how the channel changes downstream</p> <p>Secondary (1) A GIS topographic map, e.g. from ArcGIS Online or Google Earth, (2) local secondary data on river flows or regimes</p>	<p>Primary</p> <p>Quantitative</p> <ul style="list-style-type: none"> • River channel characteristics: width, depth and velocity • River gradient <p>Qualitative</p> <ul style="list-style-type: none"> • Annotated field sketches <p>Secondary</p> <ul style="list-style-type: none"> • GIS topographic map



Resources

We offer a range of free and paid for resources for **International GCSE in Geography** . They have been designed to support teachers to improve learner outcomes.



Support Overview for International GCSE in Geography

Getting Started Guide &
Scheme of Work

Getting ready to Teach
Events

Subject interpretation of
transferable skills

Subject Advisor

Results Plus

Regional Support Manager

Exam Wizard

Exemplar Marked
Responses

Additional SAMs

Pearson Publishing

Student Book

Edexcel International GCSE: Geography

Student Book

ISBN: 9780435184834

£28.99

Teacher Pack

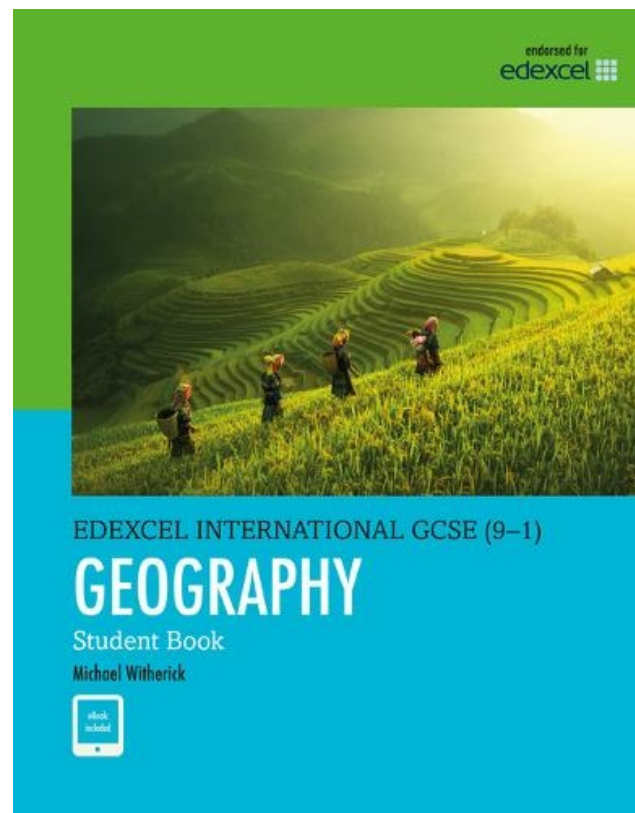
Geography Online Teacher Resource Pack

Publisher: Pearson Education

ISBN: 9780435191221

For more information and access
to samples visit:

www.pearsonglobalschools.com



- 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 and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- 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>

- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.

New Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers

- Provides enhanced transparency and
 - Offers transparent approach to marking process
 - Provides better understanding of marking before requests for enquiries about results are made
 - Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.
-
- Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.



For more information on ATS, and the post results windows, visit our post-results pages.

Your Subject Advisor

Sally Dodsley

Twitter: [@Edexcel_Geog](#)

[Email or live chat](#)

You can sign up for Sally's e-updates by completing

This [online form](#)

We also have an online [community](#) especially for Geography teachers.



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 summarize 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.

4. [Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.

Pearson International Schools Community

Connect with international teachers around the world

- Connect with other teachers working in international schools and join groups who have shared interests, subjects or location
- Read topical news and articles and share yours
- Advertise jobs at your school or find job opportunities
- Download free resources
- Sign up for events.

Sign up today at:

pearson.com/internationalschools/blog.



Any questions?

**Please fill in
your evaluation
forms**

**We value
your feedback!**



ALWAYS LEARNING