Pearson Edexcel International GCSE Geography

Welcome to Pearson
Module 2

First teaching in 2017

First assessment 2019

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Session Agenda

- 10:00 Welcome & Introductions
- 10.10 Assessment overview
- 10:15 Assessment objectives
- 11:00 Question types
- 11:15 Mark schemes and examples
- 11.45 Support, resources and final questions
- 12.00 Finish

Aims and Objectives

Delegates will:

- Understand the Assessment Objectives for the qualification.
- Understand the question types for the qualification
- Understand the mark schemes for the qualification
- Practise using the mark schemes using exemplar student work
- Learn about the support provided by Pearson around assessment and exemplars

Polls

- **How long have you been delivering/teaching this qualification?**

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Poll

- How confident do you feel in your understanding of the assessment objectives for this qualification?

Poll

- What are the key reasons for attending this session?

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Assessment Objectives

Assessment overview

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

See page 6 & 7 of the specification.

Paper 1: Physical geography	*Paper code 4GE1/01
• Externally assessed • Availability: June • First assessment: June 2019 • 70 marks	40% of the total International GCSE
Content summary • 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
• Externally assessed • Availability: June • First assessment: June 2019 • 105 marks	60% of the total International GCSE
Content summary • Economic activity and energy • Rural environments • Urban environments including fieldwork from one of these topics • 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
AO1	Demonstrate knowledge of locations, places, processes, environments and different scale.	15–16
AO2	Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the interrelationships between places, environments and processes.	25–26
AO3	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))
AO4	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))

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Assessment overview

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%

AO1 questions

- Can be simple recall

(ii) State **one** store in the hydrological cycle.

(1)

(a) Identify the meaning of the term **suburbanisation**.

(1)

☒	**A** the outward growth of urban development
☒	**B** population movement from rural to urban areas
☒	**C** increasing movement of people from urban to rural areas
☒	**D** population movement from the suburbs to the countryside

AO2 questions

- Can involve concepts and interrelationships.

(h) For a named **developing** or **emerging** country, explain how **two** different groups have managed challenges within the rural environment.

(4)

Named developing or emerging country .....

Group 1

.....

.....

.....

.....

Group 2

.....

.....

.....

.....

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AO2 questions

- can draw on case studies

(h) For a named **developing** or **emerging** country, explain **two** ways energy resources have been managed in a sustainable way.

(4)

Named developing or emerging country .....

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

4.3	Countries increasingly experience an energy gap and therefore seek energy security by developing a balanced energy mix and sustainable energy use	a)	Energy demand and production varies globally and is affected by a range of factors: population growth, increased wealth and technological advances.
		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.
		c)	Energy can be managed in a sustainable way through education, efficiency and conservation (within industry, transport and the home). (5)

AO3 questions

- Questions requiring students to interpret, analyse and evaluate geographical information and issues

(d) Explain **two** methods you used to analyse some of your fieldwork data.

(4)

Method 1

Method 2

AO3 Interpretation Skills:

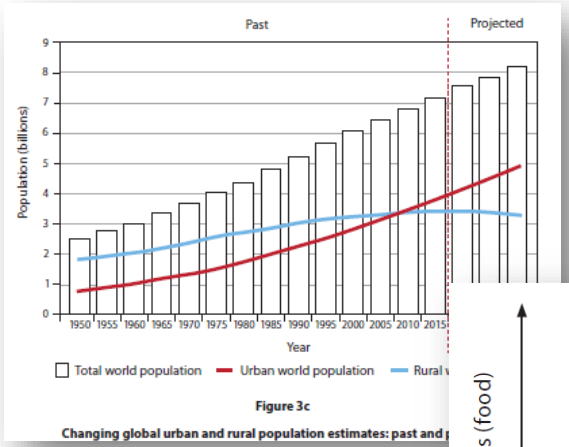
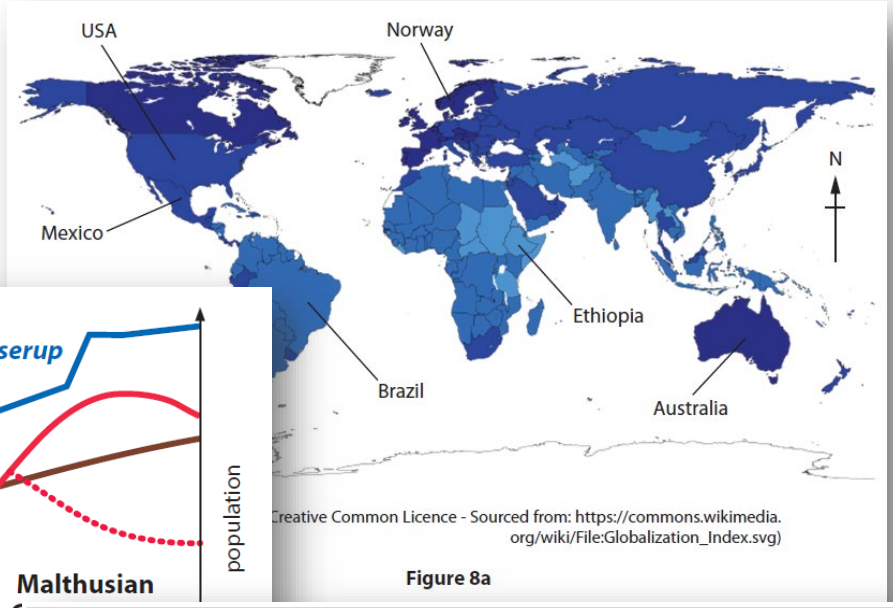


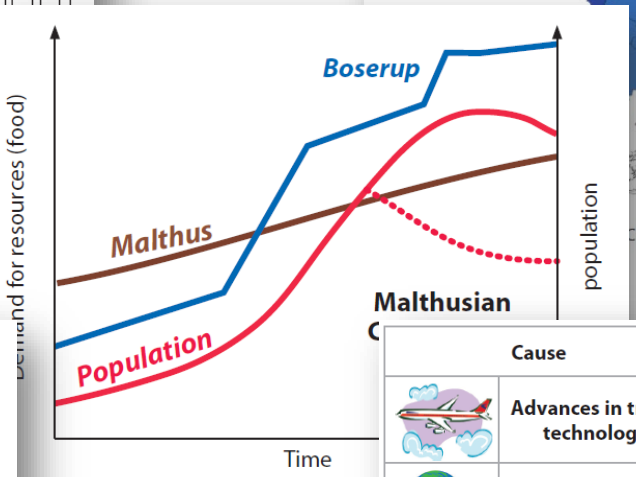
Figure 3c

Changing global urban and rural population estimates: past and



reative Common Licence - Sourced from: https://commons.wikimedia.org/wiki/File:Globalization_Index.svg)

Figure 8a



Malthusian

Figure 1c

A diagram of the theories of Mal

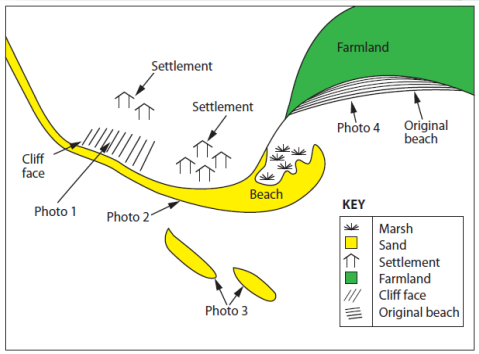


Figure 2c

Different approaches to shoreline management along a stretch of coastline

Cause		Description
	Advances in travel technology	You can be a tourist using a car, a boat and most importantly an airplane as budget airlines have brought prices down, increased traffic volumes and routes.
	The media and internet	Extensive coverage of holiday types has increased the demand to travel. Newspapers, TV, internet and social media are encouraging increased flexibility of holiday travel.
	Range of holiday types	Mass tourism and package holidays have opened up markets to huge numbers of people. Extreme, adventurous and environmentally friendly tourism are also becoming popular.
	Increased wealth and leisure time	Many families now have two income earners rather than one, and an increasing number of older people with both time and money to spend on travel.

Poll

Are there any types of sources candidates find more or less challenging? And why?

Typical AO4 questions

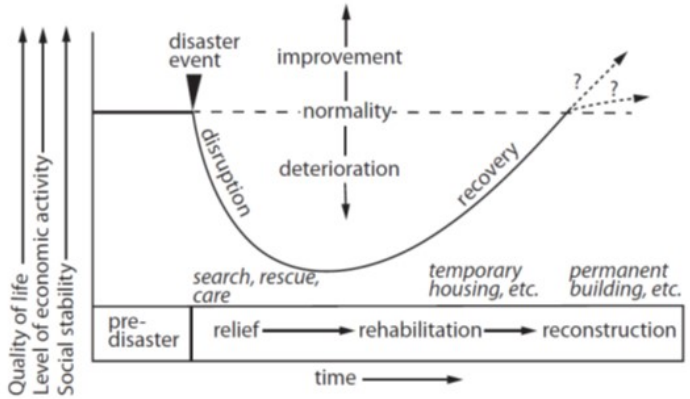


Figure 3c

A timeline to show the changes in quality of life for people living in regions affected by hazardous events

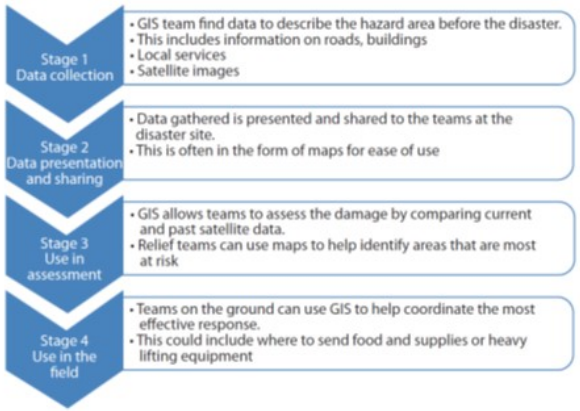


Figure 3d

Flow diagram showing how GIS supports short-term planning in response to natural hazards

Sample	Time taken (seconds)
1	13.1
2	15.4
3	16.8
4	20.0
5	37.0

Figure 4a

River data collected by a group of students

Questions with mixed AOs…

(ii) Suggest **two** reasons for the pattern shown on Figure 7a. **(4)**

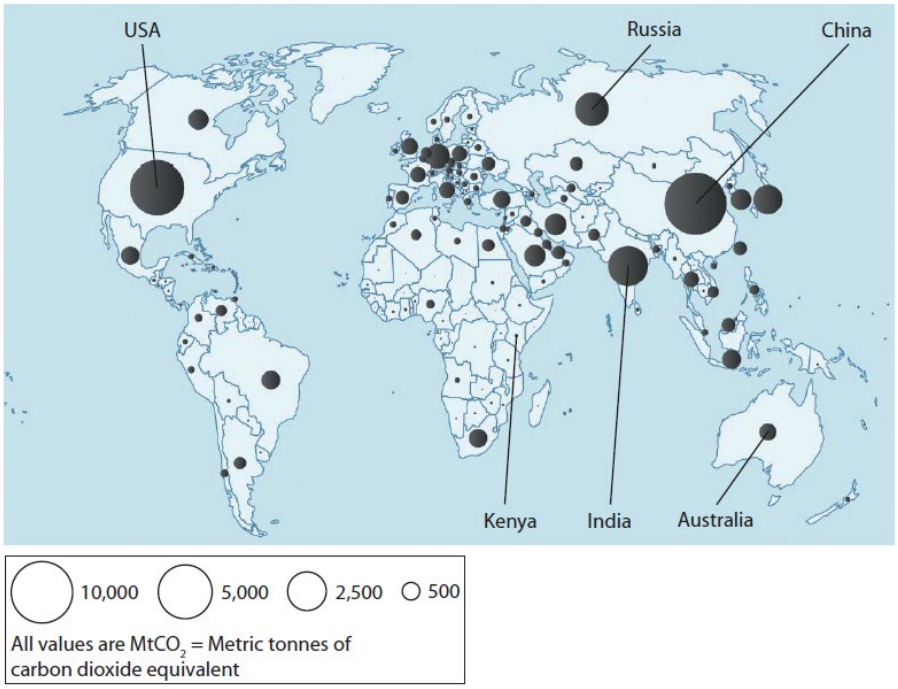


Figure 7a

Map of global CO_2 emissions per country in 2016 (carbon footprint)

(Source: from http://www.globalcarbonatlas.org/en/CO2-emissions)

Questions with mixed AOs…

Paper 1 Example: Section A

(g) Study Figure 3c and Figure 3d in the Resource Booklet.

Analyse the use of hazard, vulnerability and risk mapping in reducing the impact of earthquakes.

(8)

AO3 (4 marks) / AO4 (4 marks)

Paper 2 Example: Section C

(g) Discuss the view:

"International strategies are only one part of the solution to closing the development gap".

Use Figures 9a, 9b and 9c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12)

AO2/ (4 marks) AO3 (4 marks) / AO4 (4 marks)

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Question number	Answer	Mark
7(b)(ii)	**AO2 (2 marks) / AO3 (2 marks)** Award 1 mark for the identification of a possible reason for the pattern shown on Figure 7a (AO3) and a further mark for an explanation of the reason (AO2), up to a maximum of 2 marks per idea. • Energy consumption can be linked to development (1) so countries which are rich and developed, e.g. USA have greater energy demands (1). • Low population densities mean that there is least energy consumed (1) so smaller amount of total emissions (1). • Manufacturing in places like China (1) helps explain the countries high total carbon footprint (1). • Cheap availability of oil, e.g. Middle East creates demand for carbon-based energy (1) as the fuel is lower cost and affordable (1) Accept any other appropriate response.	**(4)**

Command words

- Questions in our exam papers are designed to use a specific command word to guide students

- The command words represent a range of skills:
  - simple recall (**Identify, Define**)
  - using knowledge (**Describe**)
  - giving reasons (**Explain**)
  - provide more detailed analysis (**Evaluate, Assess**)
  - show particular skills (**Calculate, Plot**)

Activity 1

- In your delegate pack there is an example Exam Question.
- Try to assign Assessment Objectives to each question.

Question types

Question types: Multiple choice

(b) (i) Identify **one** process of river erosion.

(1)

☒	**A** levees
☒	**B** abrasion
☒	**C** overland flow
☒	**D** discharge

(a) (i) Identify the type of sampling method used.

(1)

☒	**A** systematic
☒	**B** random
☒	**C** stratified
☒	**D** opportunistic

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Question types: Short answer

(f) Explain why some countries are more vulnerable than others to the impacts of natural hazards.

(4)

.....

.....

(b) Explain **one** way you managed a risk associated with your primary data collection.

(2)

.....

.....

Question types: Data response

(iv) Complete Figure 5b below for sites 1 and 4 using data in Figure 5a (in the Resource Booklet).

(2)

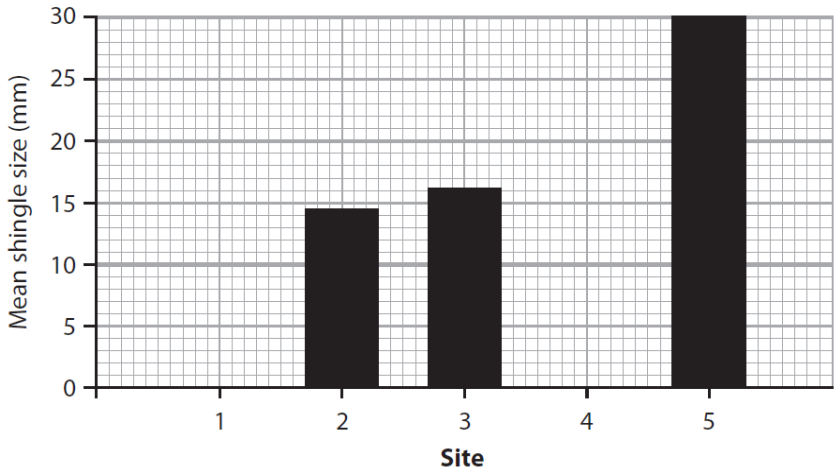


Figure 5b

Shingle size along a stretch of a coastline

Site	Mean shingle size (mm)
1	8.1
2	14.5
3	16.1
4	15.0
5	30.0

Figure 5a

Coastal data collected by a group of students

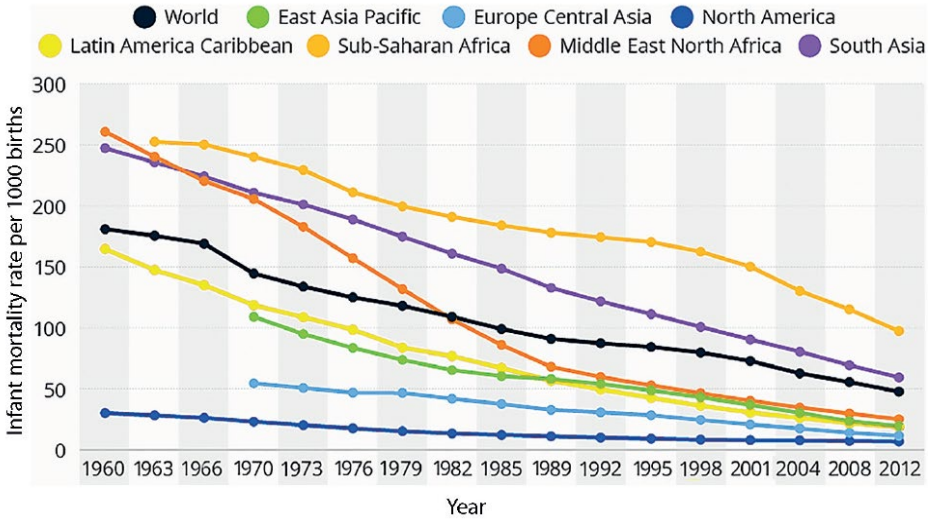
Question types: Data response

(d) Study Figure 9b in the Resource Booklet.

(i) Calculate the range in infant mortality for **South Asia** between 1960 and 2012.

You must show all your workings in the space below.

(2)



(Source: http://cmarks14.blogspot.co.uk/2015/10/chapter-2-population-us-economys-big.html)

Figure 9b

Infant mortality rate per 1000 births by region, 1960-2012

Question types: Open-ended

(g) Study Figure 2c and Figure 2d in the Resource Booklet.

Analyse the reasons for the choice of different soft engineering strategies shown.

(8)

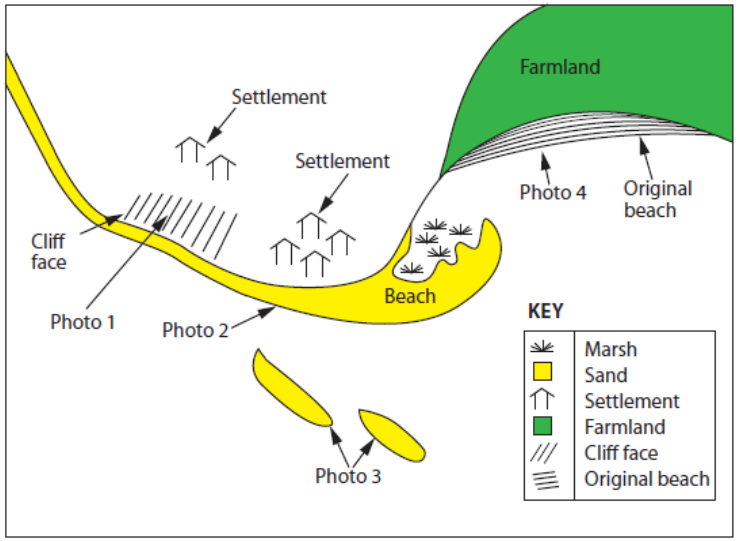


Figure 2c

Different approaches to shoreline management along a stretch of coastline

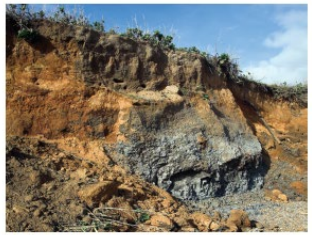


Photo 1 Cliff regrading high maintenance and high cost.

Photo 2 Beach replenishment high maintenance cost and £20 per cubic metre so could be quite expensive.

Photo 3 Development and extension of natural sandbars. This has a similar cost and maintenance as beach replenishment.

Photo 4 Managed retreat low maintenance and cost dependent on compensation due to people living in the area.

(Sources: Photo 1 - © Geography Photos / Contributor/Getty Images, Photo 2 - © Mick House / Alamy Stock Photo, Photo 4 - Crown Copyright, Photo 3 - © Thales Paiva/Art in All of Us / Contributor/Getty Images)

Figure 2d

Photographic evidence of beach management techniques referred to in Figure 2c

Question types: Open-ended

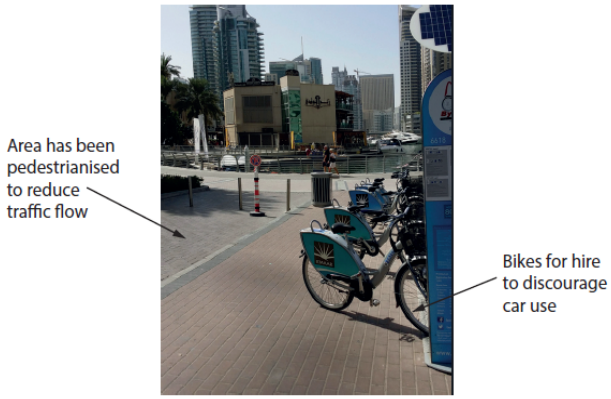
(e) Study Figure 4 in the Resource Booklet. It presents the data from a student's investigation on the changing use of energy.

> The aim of the student's investigation was to investigate the changing use of energy in Dubai, a city in the United Arab Emirates.
>
> The student carried out an environmental quality survey and annotated a digital photograph of transport management at one location in Dubai.

Evaluate the student's methods and results.

(8)

Enquiry question: To what extent is transport in Dubai being managed in a sustainable way?



Environmental Quality Survey (EQS) – my results

Positive features	+2	+1	0	–1	–2	Negative features
Low traffic count	✓					High traffic count
Traffic mainly bicycles	✓					Traffic mainly cars and lorries
Quiet		✓				Noisy
Odourless		✓				Unpleasant smells
Little/no air pollution		✓				Considerable air pollution
Safe for pedestrians	✓					Dangerous for pedestrians

Figure 4

Fieldwork Questions: Familiar

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**).

(d) Explain **two** limitations of the method that you used to collect **qualitative data**.

(4)

You have studied river environments for your geographical enquiry.

(c) Evaluate how successful your chosen data analysis methods were in answering your geographical enquiry question.

(8)

Enquiry question

Fieldwork Questions: Unfamiliar

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**).

(ii) State **one** disadvantage of using one of the sampling methods in the question above, a(i).

(1)

Sampling method .....

.....

.....

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Mark Schemes

Mark Schemes (1): Point marked

- For point-marked questions mark schemes remain similar to the legacy specification.
- There is explicit information on how the marks are actually given.

Question number	Answer	Mark
1(c)	**AO2 (1 mark)/AO3 (1 mark)** Award 1 mark for a basic locational factor evident from the photograph (AO3) and a further 1 mark for extension through explanation (AO2), up to a maximum of 2 marks. • Flat land (1), which is easy to build the factory on (1). • Near to housing (estates) (1) for workers/customers (1). • Near (main) road (1) for access/providing good transport links (1). • Large area (of open space) (1) for further expansion (1). Accept any other appropriate response.	**(2)**

Mark schemes (2): Indicative content

- The indicative content is organised by AO
- The MS is explicit on response expectations.

Question number	Indicative content
1(g)	**AO3 (4 marks)/AO4 (4 marks)** **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. **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 the following. **AO3** • Different fuel types have become more important as attitudes and policies have changed since 1965, both locally and regionally, as well as internationally. • In the future, coal, gas and oil will still dominate (all fossil fuels) but renewables and hydro will become more significant. Changes in affordability and the price of technology may be responsible for this. • Nuclear energy in 2035 will have the least use, as power stations are so expensive and alternatives will be cheaper. There will also be variations in the reliance on other sources. • The changes in demand will match the development and globalisation of countries, with increasingly wealthy economies/societies needing more power and fuel for transport. • Gas shows the biggest relative increase to its starting point as it is a cleaner source of energy and can be easily transported in bulk, e.g. Liquefied natural gas (LNG). • Concerns about health and risk from nuclear accidents may mean nuclear power has a reduced significance in the future. **AO4** • Figure 1c shows an increase in renewables in the period 2000–2035, meaning that governments will have to encourage more development of alternative technologies. • Figure 1c shows that coal consumption continues to be dominant and actually increases rapidly to around 5 billion toe by 2035. This will lead to more pressure from some agencies and groups to reduce greenhouse gases, especially in rapidly developing economies, such as India and China, where coal is a cheap source of fuel. • In Figure 1c, it can be seen that hydro and nuclear energy use has remained constant from the 1980s, but that gas has risen considerably due to the ease of global transport and fears over CO_2 emissions from fossil fuels. • Oil remains constant and dominant throughout the 1965–2035 period, peaking at around 4 to 5 billion toe. Oil is important as an energy source for Small Island Developing States (SIDS) and for use in transport. • Overall, there is a substantial total increase in energy demand from all sources.

Mark Schemes (3): Levels

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–3**	• Attempts to apply understanding to deconstruct information but understanding and connections are flawed. An unbalanced or incomplete argument that provides limited synthesis of understanding. Judgements that are supported by limited evidence. (AO3) • Uses some geographical skills to obtain information with limited relevance and accuracy, which supports few aspects of the argument. (AO4)
Level 2	**4–6**	• Applies understanding to deconstruct information and provide some logical connections between concepts. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3) • Uses geographical skills to obtain accurate information that supports some aspects of the argument. (AO4)
Level 3	**7–8**	• Applies understanding to deconstruct information and provide logical connections between concepts throughout. A balanced, well-developed argument that synthesises relevant understanding coherently, leading to judgements that are supported by evidence throughout. (AO3) • Uses geographical skills to obtain accurate information that supports all aspects of the argument. (AO4)

Activity 2

- In your delegate pack you have two exemplar responses for three exam questions, and the related resources and mark schemes.
- Read through the exam responses and attempt to mark them using the mark schemes provided.

Example 1a

(f) Explain the formation of a river meander.

(4) 4 Q01f

When the river reaches the middle course, the river becomes asymmetrical, so that means there is a difference between river velocities at different sides of the river. The inner side will be slower and the outer side will have higher velocity. This causes a lot of erosion at the outerside such as hydraulic action and abrasion, while there is more deposition at the inner side of the river. This causes rivers to bend, as one side keep on getting eroded, and the ~~at~~ other side kept on having materials deposited on.

Example 1b

(f) Explain the formation of a river meander.

(4) 2 Q01f

Meanders are formed by ~~erosion~~ faster velocity occuring on the outside of the bend and ~~deposition~~ slower velocity on the inside this causes the river to ~~bend~~ erode the outside of the bend and deposit its material on the inside

Example 2a

(e) Study Figures 6a, 6b and 6c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into the changing use of urban environments.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new urban waste incinerator in Copenhagen, Denmark, on the edge of the city.

The student used three different presentation techniques to help understand people's opinions towards the proposed urban waste incinerator development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8) 8 Q06e

The table in figure 6c involves recorded results from ~~a~~ questionnaire, however, ~~#~~ only the question numbers are recorded and not the actual questions that were asked. This makes ~~the data~~ it impossible to interpret the data that the table shows. The But the positive is that the ~~scores~~ are colour ~~ed~~ coded to give a ~~that are positive (green)~~ better visual representation of views ~~A~~. However, there is no key (i.e. what most people think is coloured green). However, there is no key to show what each colour indicates, which makes it harder to read results.

Figure 6b shows an annotated picture of a lorry carrying waste. She has not located ~~the~~ where she took the picture. Also, one picture is not representative of the whole edge of the city of Copenhagen. She could have also taken pictures of the urban waste incinerator with it ~~p~~ (mainly due to She should also get ~~son~~ of the incinerator (e.g. ~~pre~~ fossil fuels).

The ~~data~~ ~~experim~~ which is not ~~was~~ an accurate representative of ~~the~~ attitudes ~~to~~ the incinerator. She should have asked more people about their opinions, as figure 6c only shows a biased opinion. ~~She should have repeated~~ She should have repeated the enquiry and calculated ~~the~~ the average result in figure 6a, in order to capture more opinions on the incinerator and increase reliability of data

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Example 2b

(e) Study Figures 6a, 6b and 6c in the Resource Booklet. They show three different data presentation techniques from a student's investigation into the changing use of urban environments.

The aim of the student's enquiry was to investigate the attitudes towards the plans for a new urban waste incinerator in Copenhagen, Denmark, on the edge of the city.

The student used three different presentation techniques to help understand people's opinions towards the proposed urban waste incinerator development.

Evaluate how effective the techniques were in presenting the data and information collected.

(8) 5 Q06e

The techniques used in presenting the data is alright, the~~y~~ first one, figure 6a has some figures ~~mis~~ missing like in questions 3 + 8 so it's creating more work for readers to calculate and could be inaccurate. Figure 6b doesn't give people's opinions towards the waste incinerator so that is helpless/ useless. Figure 6c is good because it's giving 0 persons opinion about being unhappy with the development so in conclusion the techniques were sort of effective, however next time I would fill in all the info in the table, find a new data representation for figure 6b and for figure 6c I would get a few more opinions from people not just 1.

Example 3a

(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

Use Figures 8a, 8b and 8c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12) 12 Q08g

I think that the cause and impacts have been distributed unevenly, mainly between developed and developing countries. In 8a, we see the communications to be very high on developed countries like USA and Sweden. This causes for these countries to be the headquarters of TNCs due to high levels of communication as they can control operations from their country and control operations in countries such as Vietnam, eg Nike exploiting their cheap labour and resources. These developed countries then take most of the profit from the host country (profit leakage abroad) and leave behind problems such as pollution and environmental damage in poorer countries, mostly emerging economies.

In 8b, we see the huge range of people's attitudes towards business as we can see Europe and Central Asia mostly developed and emerging economies have the highest average score at ~68 and Sub-Saharan Africa having the lowest at ~48. This shows how globalisation operations occur mostly in Europe, Central Asia and the Pacific, spreading the causes and impacts on these areas. Africa also has a huge range as China has been investing in certain parts of Africa while other parts are left by themselves although in 8a we see that most of Africa has little communication with the world and therefore has little

on developed countries trade blocs with advanced tech and areas with flexible workers.

(Total for Question 8 = 35 marks) 31

Example 3b

(g) Discuss the view:

"The causes and impacts of globalisation are distributed unevenly".

Use Figures 8a, 8b and 8c from the Resource Booklet and your own knowledge and understanding to support your answer.

(12) 4 Q08g

Globalisation is the increase connectedness and movement of goods and people around the world.

The causes of Globalisation is shown in 8c, as transport, TNC's, communication, Global institutions and by flexible labour force. TNC's in the UK work in China as they have a cheap labour force compared to UK.

The impacts of globalisation is faster internet connection and greater ease of doing business around the world and call centres from the UK are set up in India as they have decent internet speed and cheap labour.

Therefore I agree that the causes outweigh the benefits.

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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.

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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	Access to Scripts Portal

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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

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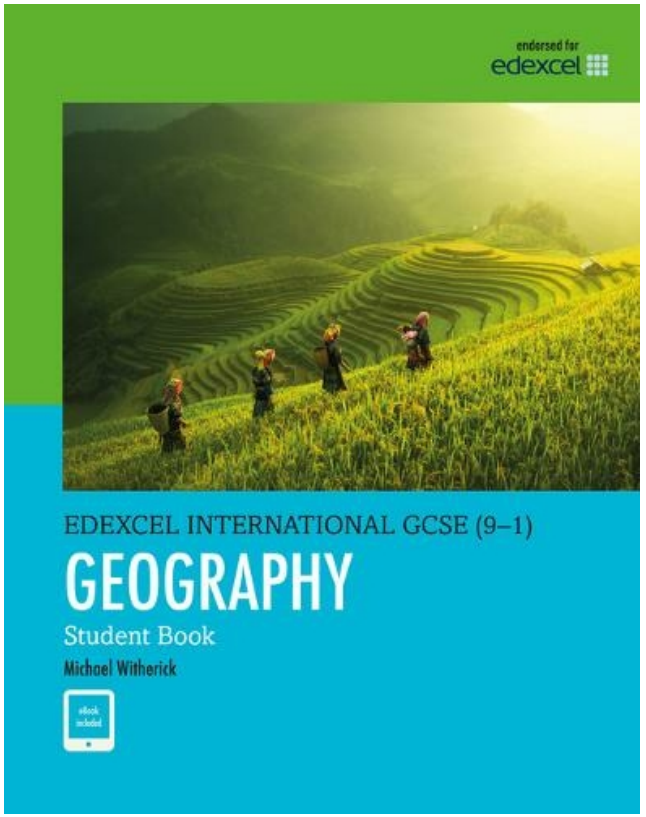

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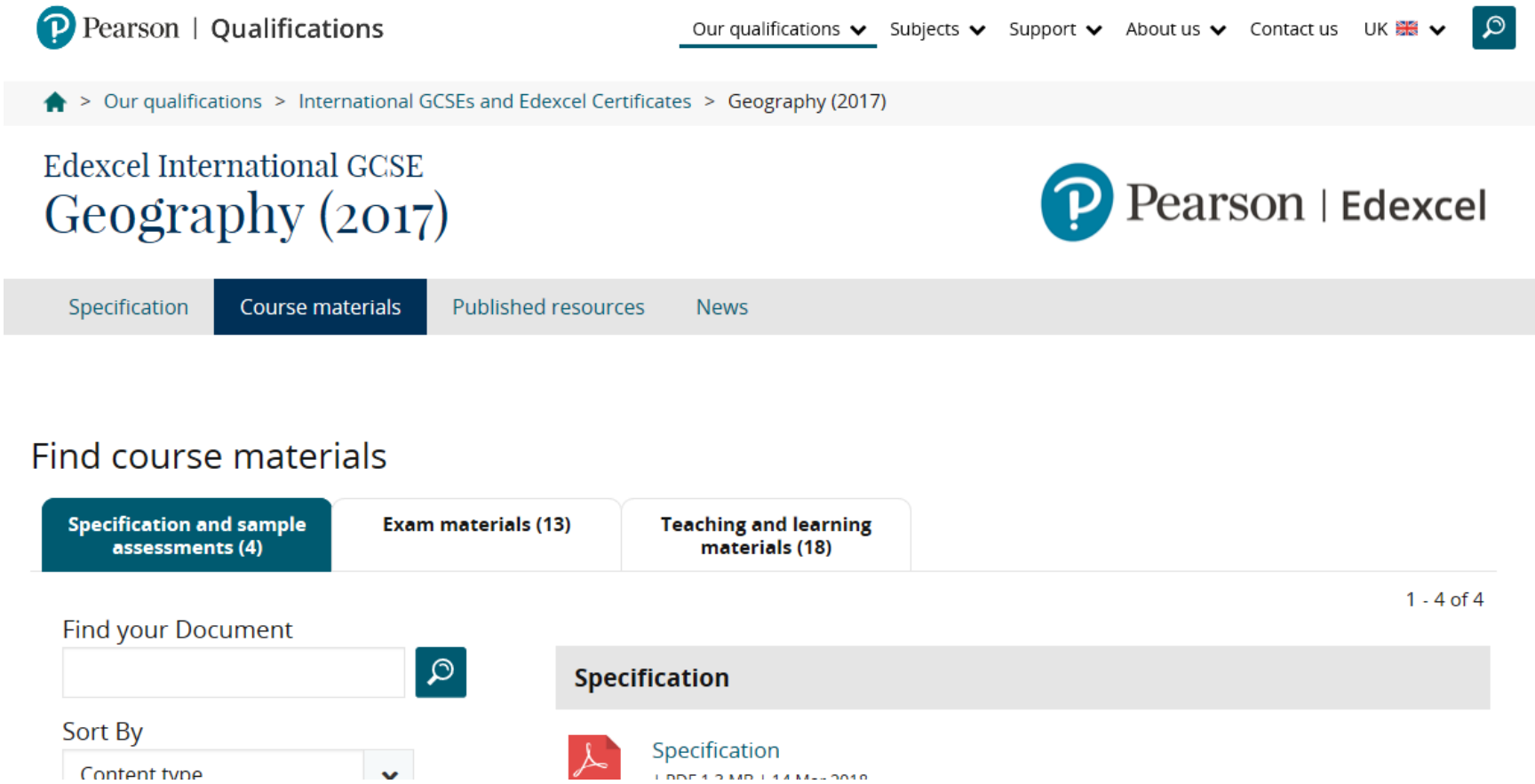
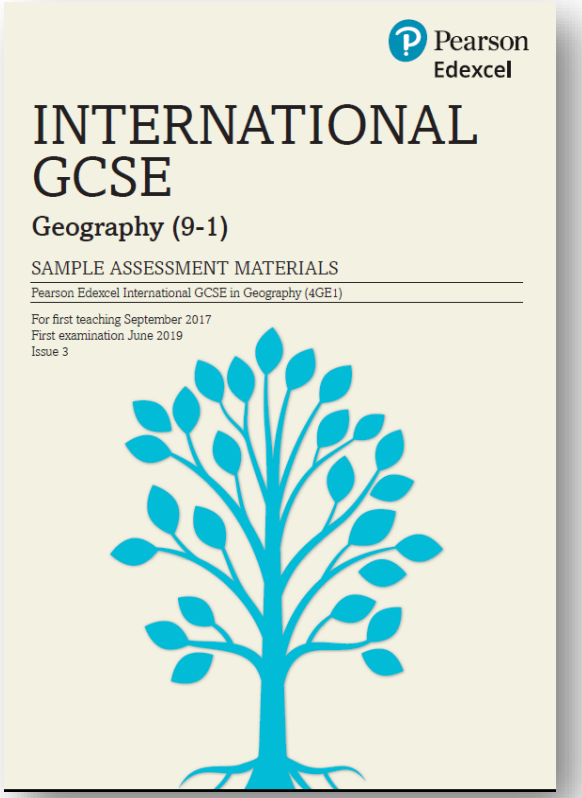
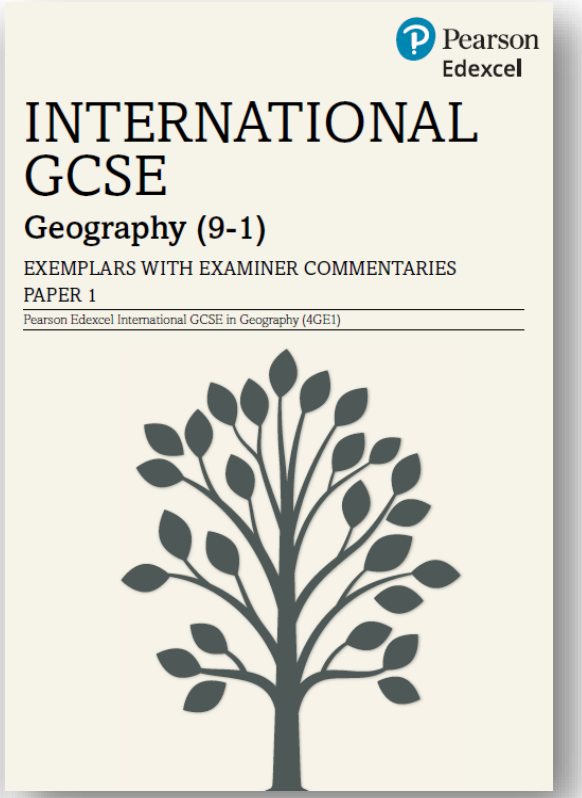
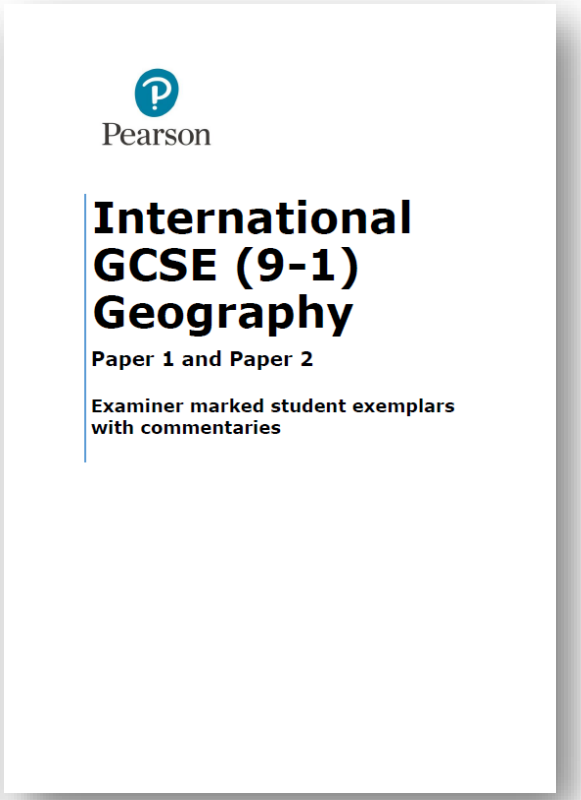
What's on the website?



Sample Assessment Materials and Exemplars







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.

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Any questions?

Please fill in your evaluation forms

We value your feedback!

ALWAYS LEARNING