

## 9GE0-20P4 Pearson Edexcel A level Geography:

### New to Edexcel

#### Slide 1

Welcome to this presentation. It will take about an hour to listen to, but there are places where you may want to pause the recording and do some thinking or chatting to others in your department. There are some marking activities in the second half, and again you will want to allow reading time for these.

The course is aimed at those who are new to the Pearson Edexcel GCE A level course, or those who want a refresher on what is involved. You may be a new teacher, or new to A level, or to your school, or have decided to switch to Pearson Edexcel from another awarding body. You are all welcome and we hope you will find it useful and informative!

#### Slide 2

We will try and keep approximately to these times on the agenda, but of course it does depend how long your pauses are!

#### Slide 3

We'll start with an overview of the whole course so you get a sense of what is involved. Pearson Edexcel offers different sorts of support for you and I will make reference to this throughout.

#### Slide 4

The whole home GCE programme was relaunched in 2016, following consultation with the Royal Geographical Society, the Geographical Association, many universities, teacher and other interested groups and individuals. This led to agreement about what constitutes the 'core' of geography at this level, and all home exam boards have to include this core as 60% of our specification content. This is the same for all awarding bodies, so if you have taught elsewhere or used a different course, then you will find a lot that is familiar here. However, it may be arranged or packaged differently, so you need to make sure you check the expectations of the Pearson Edexcel course.

So therefore, 40% is non-core, and Pearson Edexcel has opted to remain with our popular issues-based approach, of course updated to keep up with contemporary geographical questions. Therefore we have opted for units on Tectonics and Globalisation, as well as integrating extra human-environment study into the Carbon and Water cycling topics. You will see these in the enquiry questions on water security at a global scale and growing energy demand for example. The approach taken on Sovereignty, Identity and Human Rights is also a feature.

## Slide 5

This training course mainly covers the A level in Geography, but there are some references to AS Geography as well, as the courses can be taught in parallel. A few centres choose to do this, but most only enter candidates for the A level course. These first four Topics have to be taught during the first year if you have AS candidates. If you are not offering AS at all, you can teach these and the following 4 Topics in which ever order you feel is best for your situation. A little more is said about the Topics themselves in a few slides time.

## Slide 6

Topics 5 to 8 make up the rest of the course, and the NEA is a requirement for the full A level only.

This NEA (Non-Examined Assessment or Individual Investigation) is common to all awarding bodies, making a switch to a new course easier for both you as a teacher and but also for your students if they have to switch schools during their A level. This is covered in more detail in a few slides time. A great deal of training about the NEA is available on the Pearson Edexcel website.

## Slide 7

The detailed spec can be found on the website and also in your pack. As well as compulsory topics on Tectonics, Globalisation, Water, Carbon and Superpowers, there are some decisions to be made, by you and your department. Are you going to study the often more familiar Coasts, or alternatively Glaciation in the Landscape Systems Topic?

In Shaping Places, the Regenerating Places unit focuses more on economic change and how this alters people's perceptions of place. On the other hand, Diverse Places considers the ways demographic and cultural change in places is perceived by people.

The final choice is in a topic usually taught in the second year, and it is interesting that centres are split evenly in their choice here. Either Health, Human Rights and Interventions is studied, which includes a focus on inequalities on a global scale, and the military and aid interventions that follow. The other option is Migration, Identity and Sovereignty which studies the tensions between growing global interdependence and changing perceptions of national identity.

## Slide 8

It is important to take an overview of what you need to cover in the two years of the A level course. As well as the 8 Topics, fieldwork and the NEA itself need to be included.

Included in the pack is an editable course planner. If you have more than one teacher available, you need to decide how you will split the course between you. Some centres enter candidates for AS to help give them exam experience or to gain a qualification if they are not continuing for the second year. Others may teach overseas students, so consider the route for your centre.

If you are going to enter candidates for AS, you will need to allow time for those people to revise, and also to prepare for exam questions on fieldwork. There are what are called ‘familiar’ and ‘unfamiliar’ fieldwork questions, on both Physical and Human fieldwork. See the pack for the 2019 AS papers, mark schemes, and examiners’ report.

The COVID pandemic is likely to alter options for fieldwork so please check the latest information from Ofqual and the Pearson website for this. You will have school or college rules to abide by as well. There are no right answers here, but thinking through the options before you start would be helpful.

You might like to pause the commentary for a moment and briefly consider or discuss the questions on the slide.

#### Slide 9

To help you find your way through the specification, here is the first section. Each section should take about two hours’ lesson time to teach, plus some research time for your students. However, some are fuller than others, and you may find you want to combine detailed content or teach some ideas in a slightly different order.

Exam questions may be based on either the key ideas or detailed content. These spec summaries of what should be taught are brief, and Pearson Edexcel has provided schemes of work and topic booklets on the website. These cover the whole of the specification and are designed to refresh your knowledge and give you suggested teaching approaches and lesson ideas, with activities and assignments for your students. These are available on the website from the link given here.

#### Slide 10

The next section provides some guidance when planning for your teaching, highlighting a few key areas that you need to bear in mind as you plan your course. We will take each of these in turn.

#### Slide 11

Of course as geographers we need use a range of skills to help equip us to study our subject in depth. The basics of these will have been taught from early on in a student’s education, though some will need a refresher before going on to acquire

the standard required for A level. An overview can be found at the end of the content part of the specification on p91-92, and many will be ones you have already covered if you are moving from a different awarding body. Some teachers and students may find the maths and statistics skills required a challenge, and Pearson Edexcel has provided a Guide to help you. You will also find this in the pack alongside this presentation. There is also help from the Field Studies Council (FSC) on skills generally. The link takes you to a guide about appropriate use of statistics for data analysis linked to the NEA, for example.

#### Slide 12

These skills are integrated into the study of particular topics in the specification, and suggestions are made as to where they are appropriate. They are indicated by a number in brackets in the detailed content, here for Topic 7.1a. The skill is then explained in more detail at the end of Topic 7, for example here, the use of a power index in the Superpowers unit.

#### Slide 13

This is a chance for you to pause, and have a quick look at the skills listed in the specification and identify areas where you may need support to deliver this part of the spec. There are a few questions to guide your thinking.

You may be very confident, and able to help another member of the department. Or you may have concerns about your abilities here. Maybe there is someone in the Maths department at your centre who can talk you through any gaps in your knowledge? Or Biology, Psychology and Sociology teachers may use some of the same statistical techniques and be confident at teaching them to non-mathematicians, and so provide help for you.

The help from Pearson Edexcel will be explained more fully later, but note there is a 'Maths for Geographers' guide in the pack.

#### Slide 14

Now to something distinctly Geographical! Geography requires the study of places, and though there are no required case studies in this specification, there are place contexts suggested throughout. These are indicated by a globe, and students need a named example for each of these. The specific examples are suggestions and similar suitable contexts could be chosen.

It is useful to audit the case-studies so that they reinforce one-another to avoid too many different examples. In particular, given that this is an issues-based specification, choosing content that helps to reinforce an understanding of those 'issues' is hugely beneficial, as well as interesting for candidates. An example can be offered here - the Eyjafjallajökull eruption was 'unusual', both in its magnitude and in its global impact for an eruption of a volcano on a constructive

margin. It is useful to help qualify the cliché about explosivity and subsequent impact offered by so many students.

#### Slide 15

Two important ‘places’ that you will need to select carefully are the Local and Contrasting Places required for Topic 4. Candidates should study the place near where they live or study, the idea being that they will have considerable knowledge about this place already. As travel away from school or college has become even more difficult in Covid-times, it is even more useful to be able to study a place nearby in depth. This may become a location for many candidates to use for their NEA as well. There is much further support about this on the website.

There are important issues here: first the use of variable ‘scales’. This was seen in exam answers- where ‘like’ was often not being compared with ‘like’ (e.g. a village as a local place contrasted with a city, or a single ward or LSOA (Lower Super Output Area) contrasted with a county.

For these places, working at a small ‘local’ scale is important, for example the use of a few LSOAs within a town or part of a borough within a large city, or else a small town or village is enough to go into the depth required. It is suggested you use the Index of Multiple Deprivation Data (IMD) from their website rather than ONS raw data, or Ward level data available from a local authority’s website.

The links on the slide provide some really useful highly recommended sources. Most work from post codes.

#### Slide 16

For example, here are examples of maps from the IMD site, showing marked contrasts within short distances in both Kensington in London, and the Truro area of Cornwall. Students might be able to visit two such places easily and be able to gain a real understanding of how and why the two places have developed so differently.

#### Slide 17

This is another chance to pause the recording and reflect on the questions. Where could you choose? How could you get to the two places?

One point of caution, if you are considering using a place where some students live, think carefully about how they might feel if others judge and comment about that place negatively.

#### Slide 18

The synoptic themes at the top of this table (Players, Attitudes and Actions, and Futures and Uncertainties) are designed to support you in teaching students an

understanding of geographical issues and especially to help inform the understanding that almost all decisions are disputed. Students are required to answer two synoptic questions at AS (16-mark extended writing Qs in both the Human and the Physical papers) and all of the core topics (Topics 1,3, 5 6 and 7) will be significant in some of the Unit 3 questions at A level, given that there is no optionality in their delivery.

Examples of the ways these synoptic themes are explored in topics 1 to 4 are given here.

#### Slide 19

Here are examples of synoptic links for topics 5-8. There is a lot to read here and you will probably want to come back to this later!

#### Slide 20

An example of part of a Paper 3 resource booklet is provided here to illustrate how a location is used to provide a synoptic study. Although neither the questions nor the resource booklet will necessarily use the terms ‘players’, ‘attitudes and actions’ and ‘futures and uncertainties’, there is an expectation that candidates understand these terms, and be able to discuss the different perspectives that they produce.

#### Slide 21

The final special consideration you need to make as you plan your teaching is the crucial matter of fieldwork. As the first bullet point states, completion of fieldwork is compulsory, and centres have to submit a fieldwork statement each year to say when they completed 4 days, and what they did on each occasion.

At AS candidates will still be required to answer questions on their own fieldwork (called ‘familiar’) and on ‘unfamiliar’ topics. There is guidance in the AS specification on p12/13 about questions students could investigate through fieldwork in Landscape Systems and Shaping Places. Please see the website for further updates about this.

A level students might also benefit from doing fieldwork on Carbon and Water topics.

Note that data collection for the NEA can count towards the 4 day requirement. It is important that students have the chance to develop a range of fieldwork skills to help them plan and carry out their own individual investigations.

#### Slide 22

The Independent investigation is an important part of the A level course. It is common to all awarding bodies, and contributes 20% of the marks overall. Students

must follow the route to enquiry process to plan and carry out and write-up this themselves, with minimal support from staff. Guidance on what support is allowed can be found at the end of the specification document.

It is marked by the centre, and then moderated by the exam board.

#### Slide 23

The next part of the training covers the way the course is assessed and in particular the structure of the exam papers.

#### Slide 24

The assessment structure is straight forward in that it is predictable.

There are three or more sections in each exam paper, and within each section, the mark allocation and the demand of the questions increase. The final part of each section is an essay requiring extended writing, requiring candidates to assess (12 mark questions) or evaluate (for 20 marks in Papers 1 and 2, and for 18 and 24 marks in Paper 3).

Command words and assessment objectives will remain the same in every exam for the lifetime of the specification, giving candidates and teachers confidence that they know what will be expected in each exam paper.

The Independent Investigation assesses in a different way, and in particular prepares students for university level study by requiring them to research a topic of their choice, collecting data, analysing and concluding coherently and with evaluation.

#### Slide 25

These assessment objectives speak for themselves, but note they are slightly different to those used at GCSE.

There is a balance required in the assessment objectives required for the various types of questions. These are precisely allocated, and will not change for the lifetime of the specification. In other words Section A of Paper 1 will always be made up of a 4 mark quantitative question and a 12 mark extended writing question. There will be no surprises!

It is important that students recognise where they need to satisfy more than one of these AOs in their answers. For example, 12 mark questions have 4 AO1 marks available, and 8AO2 marks, so knowledge and understanding of the specification content (AO1) is required, but also (and more importantly) application of that knowledge and understanding to the question being asked (AO2) alongside being able to make a judgement about the significance of the factors identified in the



answer. Internal marking should get students into the habit of being able to see where they are not addressing these AOs in their answers.

#### Slide 26

We are bound by Ofqual's Assessment Objectives across the qualification and we need to achieve the weightings of their assessment objectives overall.

Papers will always follow the same model as established in both the SAMs (Sample Assessment Materials), the Specimen papers (a second SAMs in effect) and the 2018 and 2019 live papers. Autumn 2020 papers will be available in due course. Note that Papers 1 and 2 mirror each other in mark allocations, but Paper 3 and the NEA have significantly more AO3. The command words are discussed in a moment.

#### Slide 27

The same assessment objectives are used at AS as at A level, but there are slightly different styles of questions. The papers include short open response, calculations and resource questions, and 6, 12 and 16 mark extended writing questions. There may be a couple of MCQ.

There are compulsory field work questions, and both Paper 1 and Paper 2 are mirror images of each other. Please see the Examiners reports for more details on what to expect. The 2019 sets can be found in the pack.

#### Slide 28

Papers 1 and 2 include short open response, calculations and resource questions, and 6, 8, 12 and 20 mark extended writing questions. Here papers 1 and 2 are not quite mirror images of each other, and there are two Topics with options on Paper 2. Candidates need to be trained in what to expect. Looking at the SAMs, past papers and examiners reports will help you gain familiarity with the papers. The 2019 sets can be found in the pack.

#### Slide 29

Paper 3 and the Independent Investigation are detailed here. Paper 3 includes reading time for the detailed resource booklet which gives information about geographical issues in a particular place. So far the Congo, Singapore, Japan and Southeast Asia have provided the locations for these issues. There is no pre-release.

It is the only paper to use command word 'analyse', and there are two longer extended writing questions, worth 18 and 24 marks respectively.

Our independent investigation is similar to other Awarding Bodies but note there are 70 marks to be scored here, whilst other Awarding Bodies have 60. There is a



common approach and expectations, so those transferring to Pearson Edexcel will find much that is similar.

#### Slide 30

Here are the common command words used at both AS and A level. Note the expectations for the command words are consistent at both levels. However, there are variations in mark tariffs for assess and evaluate questions for AS and A level for different command words. Candidates should be taught what is expected for each of these command words, and the words used consistently in classwork and centre assessments.

Examples of the different styles of question follow later.

#### Slide 31

This table shows the assessment objective breakdown for the command words and their questions. By referring to this and to the AO slide (see slide 25), centres should be able to understand what is expected in an answer to a specific command word.

For example, in the synoptic paper 3, an 'evaluate' question expects candidates to show 'accurate and relevant knowledge and understanding' from what they have been taught in the classroom (AO1) and the ability to interpret the information in the resource booklet and find logical and relevant connections and relationships between the sets of data (AO2) and make valid judgements about the value and reliability of the data in the resource booklet (AO3).

#### Slide 32

So to summarise, it is really important that both you as teachers and your candidates have a good understanding of the assessment objectives and the way they are used in the exam papers. The consistent use of command words will be a real help to you here, as will the fact that exam papers will always be designed the same way, with the same number of extended writing questions.

#### Slide 33

Now we will look at all this in practice through looking at examples of each command word in exam papers.

The format here is in the context of questions from the 2019 papers. The way the Mark Scheme works is explained, and then a candidate's work (or an extract from it) is provided alongside a commentary about the script.

Samples are taken from the different options so you may find some are not relevant to your centre's choices. Either fast forward over these sections and skip

the slides, or listen anyway! The general principles apply to all topics, and to AS as well as the command words and assessment objectives are the same.

There are no samples from AS papers, but they are provided in the pack with the examiners' reports.

After a few explanations and examples you will be given the chance to mark examples on your own, with comments and the agreed mark to follow to help you check you are on the right lines.

#### Slide 34

We will start with the smaller tariff questions and work up to the longer questions. There will be a few observations to make about layout of questions and other matters on some of these questions. Examples are chosen from Papers 1, 2 and 3 from 2019. The full papers, mark schemes and examiners' reports are available in the pack. Some of the font sizes on the slides are small so you may want to have the examiners' reports or mark schemes open on another tab to help you read them. The relevant page numbers you need are provided on the powerpoint slide where necessary.

The lowest tariff questions at A level are 3 mark questions. There are some one or two mark calculation questions, but these are not covered here. See the Maths guide for more details and individual exam papers, mark schemes and examiners' reports. SAMS, specimen papers and the 2018 sets are to be found on the website.

Here the question starts with a statement to study a figure in the resource booklet, which will be a separate document for them in the exam, but electronically is usually at the end of the question paper as part of the same document. It is essential candidates follow these instructions and refer to the resource in their answer.

Here there is a line graph showing a fairly simple trend, and the candidate is asked to explain the impact of the changes. These questions have a AO1/AO2 split and one mark is reserved for analysing the resource.

#### Slide 35

Here the mark scheme requires the candidate to identify the increase in biofuel production, with further marks to be earned in expanding a comment about one impact this would have on the carbon cycle. Note that only one impact can be credited, so having suggested an impact, a candidate then needed to develop the point further. For example, some candidates suggested that increased biofuel use would lead to increased carbon in the atmosphere, because less carbon would be sequestered by the biofuel species than the tropical rain forest which had been removed.

#### Slide 36

Read the candidate's answer here, you may want to pause the recording here and on subsequent slides to give yourself time to read. The original is on p31 of the 9GE01 examiners' report. In future slides the page reference is provided on the slide.

#### Slide 37

As stated in the commentary, 3 marks are awarded here for making a point using the data and then for explaining the impact on an aspect of the carbon cycle.

#### Slide 38

This type of 'Explain' question is found on all three papers, and again the word 'one' is important for this paper 3 question. Multiple theories here would not be allowed in the mark scheme, so the candidate needs to stick with one and build an answer.

#### Slide 39

The mark scheme for these short questions tends to give about 3 examples of routes candidates might take to answer the question, but other routes or theories would be allowed if appropriate.

#### Slide 40

The candidate has selected a relevant theory here, World Systems theory, however there is no mark for simply identifying it, and the candidate needs to go on to say something about how it helps understand global patterns of power to score the mark. Here trade and aid are used to explain the dependency that exists between core, semi-periphery and periphery countries.

#### Slide 41

The commentary explains these ideas more fully, and I will give you time to read this.

#### Slide 42

Papers 1 and 2 at both AS and A level have 6 mark questions. There are questions with a resource (as shown in the next set of slides) and also 6 mark questions without a resource.

There will usually be two ideas or themes (here regeneration and living environments) linked by connecting words which direct the candidate to an explanation (here 'usually improves'). To score full marks all aspects of the question needs to be explored.

#### Slide 43

All Levels Based Mark Schemes for extended writing questions are laid out like this with marking instructions, indicative content guidance and then the Levels Based Mark Scheme (LBMS) itself.

The main points to note are these: the notes that follow beneath the preamble on this slide are for guidance and it is recognised that candidates may offer other acceptable answers.

Answers are not marked point by point. 6 mark answers do not require 6 points. Rather the levels are used to guide markers into the 'best-fit' for an answer.

#### Slide 44

This is the 'Indicative content' section, which suggests for the examiner possible specification content that the candidate might be expected to draw on to answer the question.

Here, for example, the mark scheme details how living environments might be improved through cleaning up polluted derelict areas, thus altering perceptions of a local place. There is no requirement here to use examples, but it is recommended as it helps candidate root their answer in a place they have studied and consider both how regeneration has altered a place, and the ways people have benefited from this.

#### Slide 45

The third part of a mark scheme is what we call the Levels Based Mark Scheme (LBMS). The three levels are used by an examiner to judge the candidate's answer by the criteria detailed in the descriptors. You will notice there is similar language in each of the levels: here the geographical knowledge and understanding and the range of geographical ideas are judged. Higher tariff questions have 4 levels as we shall see,

Examiners have to decide whether the knowledge and understanding has some 'inaccurate or irrelevant' elements, or is 'mostly relevant but has some inaccuracies' or is 'accurate and relevant throughout'.

The range of ideas is judged as 'narrow...and lack(s) detail', 'not fully detailed' or 'broad...detailed and fully developed'.

#### Slide 46

Read the candidate's answer through, you may need to make the screen larger to see the answer. You can also read the answer in the 9GE02 Examiners' report in the pack on p21. I have tried to use samples with legible handwriting, but appreciate this is in the eye of the beholder! You may want to pause the recording to give yourself a chance to read this.

Here the first sentence does go beyond repeating the question, as it uses the word 'attractive' showing that the focus is going to be on the people and their perception of the place. In general, repeating the question is not recommended as it wastes time and rarely begins to provide an answer which scores marks. However many candidates like to start this way, and it can help settle the mind and help with the processing of an answer.

#### Slide 47

Fuller comments and reasons for the full marks awarded here are given, with comments showing how the levels based mark scheme's requirements for Level 3 have been met. Note the comment about using a candidate's local and contrasting places where appropriate.

#### Slide 48

6 mark questions with a resource are found on Papers 1 and 2, and also in AS papers 1 and 2. The AO split is 3 marks for AO1 (knowledge and understanding) and 3 marks for AO2 (interpretation from the resource, applied to the question set). We do not award separate marks for each AO at AS or A level, but to score Level 3 marks both aspects should be included. Here the candidate is expected to apply their knowledge of coastal deposition to the image shown.

#### Slide 49

The indicative content from the mark scheme shows the AO1 knowledge the candidate should have learnt, and the AO2 interpretation and relationships or connections the candidate might be expected to find between the resource and the question.

#### Slide 50

This LBMS shows the differences clearly between an answer that only requires AO1 knowledge and understanding (as on slide 45) and one that needs AO2 as well. As before, to attain level 3, a candidate needs accurate and relevant knowledge and understanding throughout the answer. They also need to find, and explain or write about fully relevant connections and relationships between the image of the coastal plain, and the question about the contribution of coastal deposition to the development of the landscape.

#### Slide 51

Pause the recording now and read this answer through. It is also on p21 of the Examiners' report for 9GE01.... What level would you place this short essay in? ...What are your reasons?

#### Slide 52

The commentary here explains that this answer demonstrates accurate and relevant geographical knowledge and understanding of how deposition may have contributed to the development of this landscape, and so it was placed in Level 3. It applies knowledge and understanding to geographical information logically to find fully relevant connections/ relationships between the photograph and the question.

It has a range of ideas which were accurate and relevant, including beach formation as well as details on wave type as well as succession with a focus on the development of the landscape. It was awarded 6 marks.

#### Slide 53

'Explain' questions for 8 marks never have a resource. On Paper 3 the 8 mark 'Analyse' questions do have a resource, however. An example follows this group of slides.

#### Slide 53

This question comes from Paper 2, Topic 8A, a new part of the specification which many candidates and teachers have found an interesting challenge. There is useful detail in the indicative content here about what might be expected in an answer.

#### Slide 54

Here is the indicative content for this question. A sample of different countries' governments' approach to human rights is provided. A candidate would not be expected to use all these of course!

#### Slide 55

The 8 mark LBMS still has 3 levels, and is identical to the wording of the 6 mark AO1 mark scheme. The questions are broader in scope and this level 3 answer would need to cover several different types of government in their answer, each one focused on a different reason for their approach to human rights.

#### Slide 56

This writing is rather small so remember to use the Examiners' Report in the documents in the pack to make it easier to read. You may like to pause the recording here.

#### Slide 57

7 marks are scored here. There is rather a lot of history and background to the Universal Declaration of Human Rights here, and it takes a while before marks begin to be scored. Then there is a discussion of whether human rights apply in time of war, and then some discussion (not fully clear) about why some governments did not sign up to the UDHR. 'Type of government' is identified as a reason definitions vary, with reference to China and India.

A few human rights are briefly mentioned here (right to life and liberty, and freedom of expression and belief) but they are not fully explained or linked to the reasons given. For a higher level 3 mark, more detail on the rights and the reasons why they are either upheld or not would be required.

It can be noted here that there is not time in an exam to write all that you have learnt about a topic. You need to be selective and show the examiner your understanding of the relevant aspects only. Descriptive answers at A level will only score low marks.

#### Slide 58

As mentioned earlier, Paper 3 has two Analyse 8 mark questions, based on a resource. See paper 3 Resource Booklet for a clearer version of Figures 1 and 2. Note that the text beneath Figure 2 is also part of Figure 2. Candidates will gain relevant ideas from this text to help them answer the Q so it should not be ignored.

#### Slide 59

Again a larger version of this can be found in the mark scheme for paper 3 in the pack.

Although not always the case, 'analyse' questions may draw on two or more resources; in 2019 these were maps. Some candidates struggled to interpret the two figures. They needed to identify a pattern of earthquake concentration (AO3) in figure 2 and make the connection to landforms such as trenches and arcs in Figure 1.

For level 3 in an analyse question, as well as showing accurate knowledge throughout the answer, candidate needs to 'critically investigate' the question to produce a 'coherent analysis' with relevant connections'.

For example, lengthy description of the evidence is not needed, and here analysis could be about patterns of the depth or the magnitude of earthquakes, and could consider either a trend or observe an anomaly that is outside the main pattern. AO1 knowledge about volcanic arcs and trenches would help a candidate interpret what they have observed.

#### Slide 60

Here is a sample to read through and for you to decide what level and mark the candidate should be awarded. What are the strengths and weaknesses of this answer? Pause the recording whilst you consider this.

#### Slide 61

This answer illustrates a key element in the assessment process: the philosophy of positive marking. Most of the material on the right hand side of slide 61 is



irrelevant to this question although it would have worked quite well as a summary to an answer to Q4, so this is weakness of the answer.

However what comes before is a real strength, as the candidate engages with the resources and makes comments about the relationship between plate boundaries and the distribution of earthquakes. Not all of this is correct, but the inferences are plausible and thus rewardable and they bring their own understanding of tectonics (AO1) to their answer; for example, the reference to different earthquake waves. This response was awarded 7 marks.

Candidates cannot lose marks so, if in doubt, encourage them to include a point they are unsure of.

#### Slide 62

12 mark essays are a bedrock of this specification at AS and A level. Candidates will have to write four 12 mark essays for both the AS and A level exams, and some will have a resource. It is therefore vital that they are confident over what to expect and understand the way the mark scheme and the assessment objectives work here. 4 marks are available for AO1 and 8 marks for AO2, but they are not allocated separately within the LBMS. Instead as with the 6 mark questions, candidates need to show knowledge and understanding and apply this to the question to produce a 'full and coherent interpretation ...supported by evidence'. 12 mark essays like this one do not have a resource, but the same mark scheme is used for a question with resource.

#### Slide 63

AO1 content expected would include local scale examples about transition towns, local organic sourcing or protests about climate change or actions of TNCs both in the UK or elsewhere.

To achieve an upper level 2/ level 3 answer, AO2 interpretation and assessment was required. Candidates needed to consider the negative impacts of globalisation that these methods were designed to reduce, and assess the effectiveness.

#### Slide 64

The LBMS for 12 mark questions has 3 levels but here each is worth 4 marks. For a top level answer, we are looking for a 'full and coherent interpretation'...and a 'fully supported argument that comes to a judgement'.

#### Slide 65

Time to pause and read. What level and mark would you award here? What are your reasons?

#### Slide 66

As the commentary states, the candidate examines methods, linking each to a specific environmental impact caused by globalisation. Comparative points are made about the relative value of the different methods.

For full marks, an overall judgement about how far methods like these can counter the environmental impacts of globalisation would be useful, and this answer does not do this. 11 marks were awarded.

If a candidate makes their judgement clear from the start this can help structure their argument, making an essay more 'coherent', and enabling them to make relevant connections to the essay title throughout. Separate paragraphs for each new method/impact would have improved the structure here.

#### Slide 67

20 mark questions use the command word 'evaluate' which is also used for the 16 mark questions on AS. At AS these questions always have a resource, but at A level, they may or may not have a resource. This question came from Paper 1 in 2019. The indicative content and the LBMS can be found in the Mark Scheme in the pack. We realise relatively few centres choose Glaciation, but this presentation is trying to cover as much of the specification as possible. The general principles still apply to coasts.

#### Slide 68

The indicative content and levels based mark scheme are found in full in the mark scheme on the pages shown on the slide. Brief extracts of each are given here.

#### Slide 69

Here we will look at an extract from the introduction and conclusion from an answer. The rest can be found in the Examiners' Report on p16-18. Please pause and read, and decide on a level and a mark.

#### Slide 70

This is a good example of an answer that reaches Level 4 because it meets some of the criteria, with good support for a range of relevant ideas, and it comes to a conclusion. But there are gaps in the knowledge and understanding needed, restricting the score to 17 marks.

#### Slide 71

The use of resources is key to success on Paper 3. The final two 'evaluate' questions on this paper score 18 and 24 marks respectively, and will expect the candidate to draw on ideas gained from the whole booklet. They should interpret these in the light of all their studies across their two years of A level study. Here they will need to reflect on their work on Superpowers and Globalisation, as well as the Carbon and Water Topics alongside the resource booklet itself.

#### Slide 72

The mark scheme provides comprehensive ideas on possible routes to answering the question. There is no expectation a candidate would include all this!

#### Slide 73

The whole answer can be seen in the Examiners' report, but here parts of the introduction (this slide) and conclusion (on the next) are shown. Planning has gone into these, which is key to ensuring a strong structured answer is achieved..

#### Slide 74

This shows part of the conclusion from the same candidate. The final 24 mark question should identify relevant aspects to the debate in the question and weigh the evidence and come to a conclusion. Exaggerated sweeping statements are not helpful, nor is setting out 'two sides' of the argument, as there will usually be several! Looking at possible changes in the future can be helpful, as could be evaluating the level of flexibility and potential to respond to changed circumstances

#### Slide 75

The NEA is clearly a vital part of the A level. The candidates often find satisfaction and pride in completing this. This is not the place for a lengthy review and there is a great deal of other training provided by Pearson Edexcel as well as support from the RGS, GA, FSC and many other providers.

#### Slide 76

The format of the NEA is common to all the exam boards, following the same route to enquiry as shown here. This builds on work you may have done yourself at school or university, but take especial care to check the mark scheme used by Pearson Edexcel as each exam board has their own version.

#### Slide 77

Post COVID, collection of primary data may be different to previous years, and Pearson Edexcel has produced a special set of support materials available on the website.

These encourage centres to consider a wider range of data collection methods using technology and social media, and seek to explore human geography topics in particular in new ways.

A series of 4 separate one hour recordings with powerpoints are being produced in summer 2020 to help candidates and centres understand what is required, especially as most have had restricted access to fieldwork trips.

These can be found in the 'pre-recorded' Training pages on the Pearson website.

#### Slide 78

Pearson Edexcel provides a great deal of support for its centres.

#### Slide 79

ResultsPlus is widely used and very popular for the diagnosed functions it provides in showing parts of the specification and types of questions where your candidates are doing well and where they need more support.

ExamWizard is a giant question bank that makes it easy for you to design mock papers, assignments and homework using past questions.

#### Slide 80

As previously mentioned, there are planning documents, schemes of work and topic booklets on each part of the specification, so click on the links to explore these. The mapping document will help you see how other awarding bodies' specifications overlap and show you the places where Pearson Edexcel take a different approach.

Sally Dodsley is the subject advisor, so do sign up for her emails.

Use the 'Ask the Expert' service for questions you cannot find the answer elsewhere; contact Sally if you need to use this.

#### Slide 81

Pearson endorses these text books, and there are numerous other resources available. Facebook and Twitter offer comments and ideas, and a growing number of YouTube channels and other websites such as Schoology, Seneca, Time for Geography, Cool Geography are available along with many others.

#### Slide 82

As outlined here, we want to help your students achieve their potential and produce high quality resources, but you don't need to pay for resources to teach Pearson Edexcel courses.

#### Slide 83

Thanks you for listening, we hope this has been useful. Don't forget to check through the slides and click on resources you might find useful.

