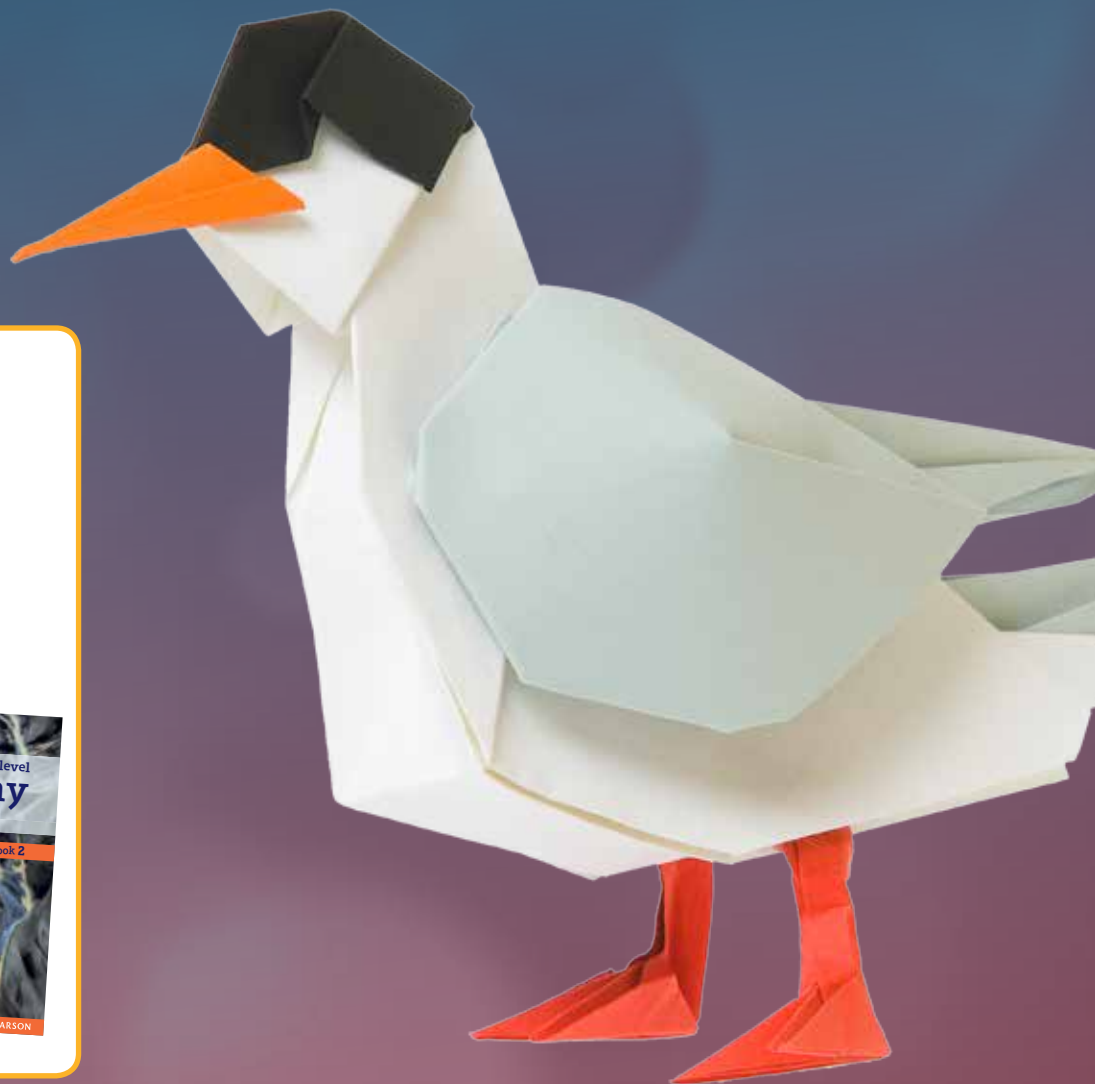
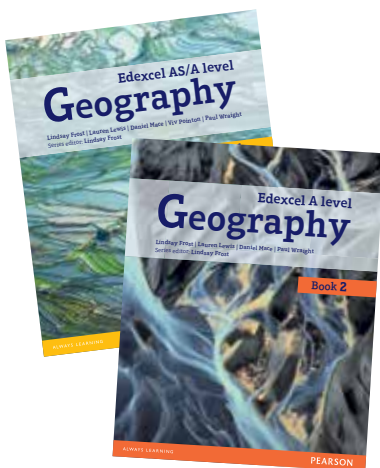


AS & A level Geography

Developing skilled and
successful geographers

Discover our new qualifications for 2016

**Look out for
Pearson's
published
resources too!**



Edexcel AS/A level Geography

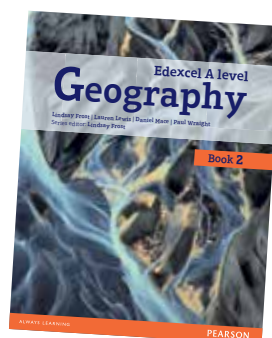
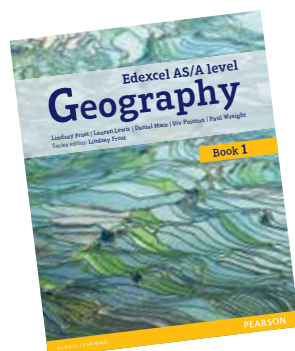
This brochure gives an overview of our new specifications for AS and A level Geography from 2016. We'll outline how our specifications will engage all your students, as well as the unparalleled support and resources you can expect from us.

We offer:

- ✓ the contemporary issues-based approach teachers and students love...**Page 4**
- ✓ straightforward specifications you can shape to suit you and your students...**Pages 5–7**
- ✓ a manageable and meaningful approach to fieldwork...**Page 8**
- ✓ exams that give every student the chance to succeed...**Pages 9–17**
- ✓ a focus on the skills at the heart of being a good geographer...**Page 18**
- ✓ expert support every step of the way...**Pages 19–24.**

If you like what you see in the guide and want to teach the specifications, let us know by following the details on the back page.

**Look out for
Pearson's
published
resources too on
Pages 16 and 20!**



Developing skilled and successful geographers

Geography matters. That's why our brand-new qualifications cover a wide range of contemporary themes and issues, so students can understand the world around us and what could impact its future.

The world needs geographers. It's well known that studying geography leads to a wealth of study and career opportunities. To support this, we've worked with the geography education community to create courses that help students become confident geographers who are equipped with knowledge and skills to succeed in their next steps.

There's support every step of the way. Alongside specifications designed to engage your classes, our assessments are built to encourage every student to show what they know and can do. Throughout this guide, you'll see how our free support also goes that step further to help your students master the key skills at the heart of being capable geographers and global citizens. What's more, we've got tools and published resources to help you plan, teach, track and assess our courses with confidence too.

“Geography is a subject which holds the key to our future.”

Michael Palin



The contemporary, issues-based approach teachers and students love

Geography, and the world we study, is ever-changing. That's why our qualifications continue to focus on fundamental processes, reflect the world around us and foster an understanding of what could impact its future.

- ✓ **The topics and themes are proven to engage you and your students.** Based on what you, your students and the geography education community have told us, we've built upon the issues-based approach you like. Popular topics are staying and have been updated to keep them.
- ✓ **New topics offer the opportunity to delve deeper into important issues.** We've introduced options such as 'Health, Human Rights and Intervention' and 'Migration, Identity and Sovereignty' to enable students to make sense of the issues and challenges the global community faces.
- ✓ **Content is innovatively linked to bring the subject to life.** We're the only Awarding Body to integrate compulsory content and popular, familiar themes with the global issues they underpin – such as linking the water and carbon cycles to water insecurity and energy security. This way, our courses are relevant, engaging and help students apply what they know in context.
- ✓ **There's consistency between our Edexcel GCSE, AS and A level qualifications.** Our qualifications suite has been shaped so that students can continue to succeed in geography by building upon what they've already learned.
- ✓ **The courses are designed with progression in mind.** Many students choose to continue their studies in geography or a related subject after taking AS/A level. Wishing to encourage this, we've worked with Higher Education institutions to make sure our content, approach and requirements provide the right stepping stone to further study.



Straightforward specifications you can shape to suit you and your students

There are many ways to teach a subject as diverse as geography. That's why our specifications are designed for you to make them your own.

- ✓ Whichever teaching format you follow, **detailed specification content** is there to give you confidence in how much depth to cover.
- ✓ **Clear signposting and up-to-date case studies** throughout mean you can choose the real-life examples that will help students contextualise what they're learning. For instance, we've highlighted how the 2011 Asian tsunami or the 2010 Eyjafjallajökull eruption exemplify global interdependence.
- ✓ Our **synoptic themes** help students see 'the bigger picture', by encouraging them to make geographical links between topics and issues. To enable this, and support exam preparations, we've continued to signpost 'Players' (P), 'Attitudes and Actions' (A) and 'Futures and Uncertainties' (F) throughout the specification content.
- ✓ **Freedom to focus on what interests you and your students.** Within our specifications, there's the opportunity to choose the options you know will best engage and suit your students.
- ✓ To support **shared teaching** and **co-teaching**, there's:
 - ✓ identical content across AS and the first year of A level
 - ✓ consistency in assessment structure, command words and mark tariffs across AS and A level Papers 1 and 2
 - ✓ schemes of work that identify differentiation opportunities for classes combining AS and A level students.

Explore the specifications overleaf

AS Geography

A minimum of 2 days fieldwork



Paper 1: Dynamic Landscapes

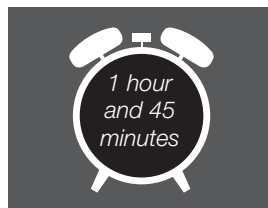
Topic 1: Tectonic Processes and Hazards - Tectonic processes, a study of the causes of tectonic hazards, the impact of tectonic activity on people, and responses to tectonic hazards.

Topic 2: Landscape Systems, Processes and Change - An integrated study of processes, landforms and landscapes. A study of one landscape system and the physical and human processes influencing change over time and space.

Choose one from:

- Option 2a: Glacial Landscapes and Change
- Option 2b: Coastal Landscapes and Change.

Fieldwork: Physical geography



50%
contribution to AS
qualification

Total marks **90**

Paper 2: Dynamic Places

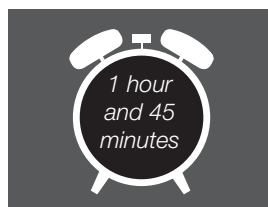
Topic 3: Globalisation - A study of globalisation, its causes and consequences for different people and places.

Topic 4: Shaping Places - A study of how and why places are shaped and changed, the meanings and identities attached to different places and the consequences for different people.

Choose one from:

- Option 4a: Regenerating Places
- Option 4b: Diverse Places.

Fieldwork: Human geography



50%
contribution to AS
qualification

Total marks **90**

A level Geography

A minimum of 4 days fieldwork



Dynamic Landscapes

Topic 1: Tectonic Processes and Hazards - Tectonic processes, a study of the causes of tectonic hazards, the impact of tectonic activity on people, and responses to tectonic hazards.

Topic 2: Landscape Systems, Processes and Change - An integrated study of processes, landforms and landscapes. A study of one landscape system and the physical and human processes influencing change over time and space.

Choose one from:

- Option 2a: Glacial Landscapes and Change
- Option 2b: Coastal Landscapes and Change.

Dynamic Places

Topic 3: Globalisation - A study of globalisation, its causes and consequences for different people and places.

Topic 4: Shaping Places - A study of how and why places are shaped and changed, the meanings and identities attached to different places and the consequences for different people.

Choose one from:

- Option 4a: Regenerating Places
- Option 4b: Diverse Places.

Physical Systems and Sustainability

Topic 5: The Water Cycle and Water Insecurity - Water cycle, human and natural factors that impact on water cycling, consequences for water security and future water conflicts.

Topic 6: The Carbon Cycle and Energy Security - Carbon cycle, human and natural factors impacting on carbon cycling, the consequences for ecosystems and management strategies.

Human Systems and Geopolitics

Topic 7: Superpowers - Superpowers, the reasons for shifting economic and political power, the impacts of superpowers, influence of superpowers in governing the global commons.

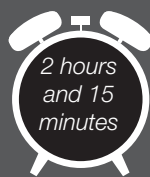
Topic 8: Global Development and Connections

Choose one from:

- Option 8a: Health, Human Rights and Intervention
- Option 8b: Migration, Identity and Sovereignty.

Paper 1

Assessment of Dynamic Landscapes and Physical Systems and Sustainability

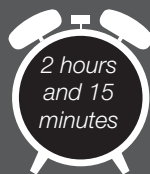


30% contribution to A level qualification

Total marks **105**

Paper 2

Assessment of Dynamic Places and Human Systems and Geopolitics



30% contribution to A level qualification

Total marks **105**

Paper 3

Synoptic investigation of a contemporary geographical issue



20% contribution to A level qualification

Total marks **70**

Coursework

Non-Examined Assessment (NEA)

A level Independent Investigation



Recommended word count 3000–4000 words

20% contribution to A level qualification

Total marks **70**

A manageable and meaningful approach to fieldwork

To ensure you and your students can focus on investigative geography, we've taken the guesswork out of fieldwork.

- ✓ **At AS, we've prescribed fieldwork environments** in the specification, so students can apply what they know to exam questions on unfamiliar fieldwork data and resources.
- ✓ When it comes to the **A level Independent Investigation**, students can further explore a part of the course that fascinates them.
- ✓ **There's the freedom to choose how best to use the allocated time for fieldwork.** At A level, students can build upon their knowledge and understanding of the enquiry process that they gained during the 2 days of an AS field trip, or use all 4 days of fieldwork to prepare exclusively for the independent investigation.
- ✓ As part of supporting success in fieldwork, we're working with the Field Studies Council to create a whole host of **free support and guidance on best practice, including coursework exemplars.**
- ✓ **We're also the Awarding Body to go that step further** and give practical examples of how to integrate teaching the required geographical and fieldwork skills into your lessons.



Exams that give every student the chance to succeed

Our assessments are designed to encourage all students to show what they know and understand about geography to the best of their ability.

Clear question papers

- ✓ Command words are used consistently to assess particular skills, making it clear the type of response that's needed.
- ✓ Gradual ramping of demand throughout sections and papers motivates all students to engage with every part of the exams.
- ✓ Indicative mark schemes are written for students so that they understand what's required for each assessment objective.

Straightforward level-based mark schemes

- ✓ The level-based mark schemes used to assess extended-response questions are explicit about the type of response and skills required.
- ✓ Our mark schemes classify level descriptors as distinct 'traits', so you can see how individual traits progress across levels.
- ✓ There's a consistent approach across questions that test the same assessment objectives and comparable qualities, so you and your students can focus on the geographical skills and understanding rather than mechanics of individual questions.
- ✓ Our command words and mark schemes are designed in a similar way at GCSE too, so students can see how to progress in their geography studies across the Key Stages.

Sample questions overleaf

What AS assessment will look like

Question 5 about 'Coastal Landscapes and Change' from our AS Geography Paper 1 sample assessment materials gives examples of our short-response questions.

Each question will always begin with **accessible** items requiring lower-order thinking skills that students can answer with confidence.

Questions then **ramp in demand**, finishing with extended writing items.

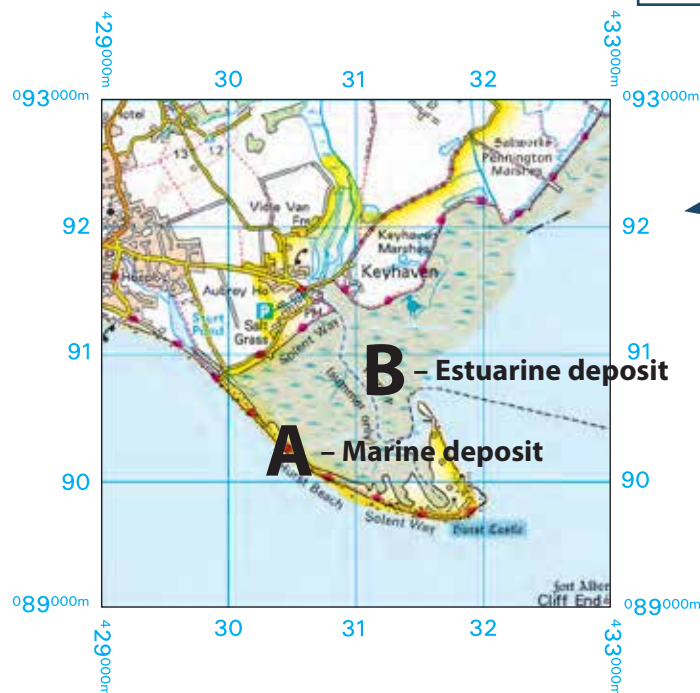
- 5** (a) Name **one** weathering process that occurs at a coast. (1)
- (b) Study Figure 5 in the Resource Booklet.
- (i) State the six figure grid reference of the eastern most point of Hurst Castle Spit. (1)
- (ii) Calculate the areal extent of the salt marsh shown on the map to the nearest km². (1)
- A** 1.0 km²
- B** 2.0 km²
- C** 3.0 km²
- D** 4.0 km²
- (iii) Suggest **one** reason for the differences in the characteristics of the sediment found at A and the sediment found at B. (3)

'Suggest' requires students to apply their knowledge and understanding to an unfamiliar context and provide a justification/exemplification.

In this case, the processes involved in spit formation should be familiar but the place context of Hurst Castle may be unfamiliar.

SECTION C: COASTAL LANDSCAPES AND CHANGE

The following resource relates to Question 5.



(Source: Extract produced by Ordnance Survey 2015. © Crown copyright 2014. All rights reserved)

Figure 5: A 1:50000 scale map extract showing Hurst Castle, a coastal landform on the south coast of England

AO3 is used to assess a student's ability to use skills to investigate geographical questions and issues, and then construct arguments from the analysis, interpretation and evaluation of data and evidence.

number		Mark
5(a)	<p>AO1 (1 mark)</p> <p>Award 1 mark for any correct physical, chemical or biological weathering process, from the following:</p> <ul style="list-style-type: none"> • freeze-thaw (congelifraction) • solution • hydrolysis • root wedging. <p>Accept any other appropriate response.</p> <p>Do not accept non-weathering processes (e.g. landslides/slumping etc.).</p>	(1)

Question number	Answer	Mark
5(b)(i)	<p>AO3 (1 mark)</p> <p>Accept any of the following:</p> <ul style="list-style-type: none"> • 320 897 • 320 898 • 320 899 	(1)

Question number	Answer	Mark
5(b)(ii)	<p>AO3 (1 mark)</p> <p>B - 2.0 km</p>	(1)

Question number	Answer	Mark
5(b)(iii)	<p>AO1 (2 marks)/AO2 (1 mark)</p> <p>Award 1 mark for using map evidence to identify a difference between the sediment characteristics of A and B and a further 2 marks for explaining why this is the case.</p> <ul style="list-style-type: none"> • Site A is likely to be larger (1)/or more angular (1) as it is derived from mass movement (1)/or erosion (1) from the coast and then transported along the coast through longshore drift (1)/or currents (1)/or tides (1). • Site B is likely to smaller (1) as it is a fluvial deposit (1) and so transported by a river and then deposited through flocculation (1). <p>Accept any other appropriate response.</p>	(3)

Questions targeting this AO will require students to **apply** their understanding in order to use **quantitative** and **qualitative** geographical skills in an investigative context and use higher-order thinking skills to **reflect** on their findings.

Explore our sample assessment materials at:
www.edexcel.com/alevelgeography16.

Question 6 about ‘Coastal Landscapes and Change’ from our AS Geography Paper 1 sample assessment materials gives an example of an extended-response question based on a fieldwork context familiar to students.

6 (c) You have also carried out field research investigating coastal landscapes and change.

Assess how the accuracy and reliability of your fieldwork results affected your conclusions.

(9)

Location of geographical investigation

.....

AO3 indicative content will only be used in the context of fieldwork investigations.

Question number	Answer
6(c)	<p style="text-align: right;">AO3 (9 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. No marks for stating research question, but this should be used as the context for the answer.</p> <p>Indicative content guidance Content depends on students’ choice of field research and the conclusions drawn. Assessment should include the following:</p> <ul style="list-style-type: none"> • results should be clearly outlined with some supportive quantitative data • both primary data and secondary data should be identified • links with conclusions should be clear • conclusions should be clearly explained with appropriate links to the data gathered • qualifications should be evident about the strength of the relationship between the data. <p>All conclusions are likely to be partial and tentative given the limited range of primary data gathered.</p>

While students’ responses will relate to their individual investigation, the indicative content will provide **examples** of the types of things students would say about the use of skills, the interpretations/analysis/ evaluation of their data, and critical reflection in their argument.

The **indicative content** isn’t prescriptive and students aren’t expected to include all of it. Other relevant material not suggested here will also be credited.

Level-based mark schemes are used for extended-writing questions. Each level of descriptors articulates the AO skill characteristics that must be demonstrated in the response to achieve marks.

The **level descriptors** will not change during the lifetime of the qualification.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used may not have been fully appropriate or effective for the investigation of the geographical questions/issue. (AO3) Considers the fieldwork investigation process/data/evidence, with limited relevant connections and/or judgements. (AO3) Argument about the investigation is simplistic and/or generic. (AO3)
Level 2	4–6	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used were largely appropriate and effective for the investigation of the geographical questions/issue. (AO3) Critically considers the fieldwork investigation process/data/evidence in order to make some relevant connections and valid judgements. (AO3) Argument about the investigation may have unbalanced consideration of factors, but is mostly coherent. (AO3)
Level 3	7–9	<ul style="list-style-type: none"> Shows evidence that fieldwork investigation skills used were appropriate and effective for the investigation of the geographical questions/issue. (AO3) Critically considers the fieldwork investigation process/data/evidence in order to make relevant connections and judgements that are supported by evidence. (AO3) Argument about the investigation includes balanced consideration of factors and is fully developed and coherent. (AO3)

For each type of extended-writing question, there is a **distinct set** of level-based mark schemes:

- 6-mark Explain
- 9-mark Fieldwork Assess
- 12-mark Assess
- 16-mark Synoptic Evaluate



What A level assessment will look like

Question 2b about ‘Superpowers’ from our A level Geography Paper 2 sample assessment materials gives an example of an extended-writing question.

This ‘**Assess**’ question requires students to use evidence to determine the relative significance of the superpowers’ rising demand for physical resources.

Students need to give balanced consideration to both the environmental and political challenges this has created, and identify which are the most important.

2 (b) Assess to what extent the superpowers’ rising demand for physical resources has led to both environmental and political challenges.

(12)

12-mark ‘assess’ questions will always be linked to more than one key idea, or be resource based.

Question number	Answer
2(b)	<p>AO1 (3 marks)/AO2 (9 marks)</p> <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows:</p> <ul style="list-style-type: none"> • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks. <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <p>AO1</p> <ul style="list-style-type: none"> • there is a variety of political and environmental challenges, which exist both domestically and internationally, – direct political challenges to military power over key resources (especially oil), challenges to independence of political action (Russia versus Ukraine), challenges of the environmental impact of exploiting a contested resource base • physical resources include land and water as well as minerals and energy • no superpower is self-sufficient in physical resources but they vary in their dependency on imports to maintain their economies • environmental and political challenges exist both domestically and internationally <p>AO2</p> <ul style="list-style-type: none"> • the governments and political elites of the superpowers need to legitimate power by maintaining economic growth or they face internal political challenges to the ruling elite/government that may lead to change • the maintenance of economic growth will inevitably lead to environmental change, much of it negative through increased consumption in itself (the growth of car ownership in China) but also the extraction of the necessary resources to manufacture those resources • there are clearly short-term environmental challenges (pollution of waterways in east and south Asia) but also potentially more serious long-term consequences through habitat destruction and the production of greenhouse gases • there is a clear relationship between environmental concerns and the health of the economy, which can have political repercussions – in times of boom then environmental concerns have a high public profile but in times of economic recession/depression the environment is rarely central to the political debate • superpowers have been active in searching out global resources using TNCs as an instrument of extending their control (US oil companies in Ecuador, Alcoa in Jamaica, Africa’s new imperialist era) but this is politically sensitive as agreements are sought with foreign

AO1 is used to assess students’ knowledge and understanding. There is a distinction made between understanding and ‘knowledge in isolation’ (also referred to as ‘recall’). The A level assessments will not include any assessment of recall.

Question number	Answer
	<p>governments who may lack the support of many of their own people (e.g. Nigeria)</p> <ul style="list-style-type: none"> • superpowers use both soft and hard power to establish control of resources (US in Iraq, China in Angola) and this results in political challenges and tensions between superpowers • the agencies of controlling the supply of physical resources are largely TNCs, who have complex relationships with the governments and people of both the superpowers and resource rich countries • exploitation of physical resources on the domestic territory of superpowers will also impact negatively on the environment and thus political legitimacy domestically especially in areas affected – fracking, oil shale exploitation and deep-water oil drilling are obvious examples • there are significant political challenges to the growth model that dominates in all superpowers (rise of green politics) with the challenges, especially the environmental impacts perceived as being both inevitable but also ultimately overwhelming

AO2 assesses a student's ability to apply their understanding to unfamiliar situations and/or make their own links between aspects of subject content.

Application must lead to analysis, interpretation and/or evaluation.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical information/ideas, making limited logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce an interpretation with limited relevance and/or support. (AO2) • Applies knowledge and understanding of geographical information/ideas to make unsupported or generic judgements about the significance of few factors, leading to an argument is unbalanced or lacks coherence. (AO2)
Level 2	5–8	<ul style="list-style-type: none"> • Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making some relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make judgements about the significance of some factors, to produce an argument that may be unbalanced or partially coherent. (AO2)
Level 3	9–12	<ul style="list-style-type: none"> • Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information/ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding of geographical information/ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2) • Applies knowledge and understanding of geographical information/ideas to make supported judgements about the significance of factors throughout the response, leading to a balanced and coherent argument. (AO2)

For each type of extended writing question, there is a **distinct set** of level-based mark schemes:

- 6-mark Explain
- 6-mark Resource-based Explain/Suggest
- 8-mark Explain
- 8-mark Analyse
- 12-mark Assess
- 20-mark Evaluate
- 18-mark Synoptic Paper Evaluate
- 24-mark Synoptic Paper Evaluate

A focus on the skills at the heart of being a good geographer

Like you, we want to support your students in becoming confident, capable and successful geographers. That's why we've worked with experts in geography, maths and literacy to develop our approach to help your students think geographically. This forms the basis of our **most comprehensive support offering** ever, and includes tools and materials to nurture your students' abilities to:

- ✓ ask geographical questions
- ✓ learn about places, patterns and processes
- ✓ use, interpret and analyse geographical data
- ✓ use geographical terminology confidently in their writing.

Thinking Geographically with Edexcel AS/A level Geography

- ✓ **Specification guidance and worksheets** to help integrate key qualitative and quantitative skills into lessons
- ✓ **Accessible exam command words**
- ✓ **Free guide to *Maths for Geographers***
- ✓ **Free guidance on literacy skills** based on student responses to the sample assessment materials
- ✓ **Free GIS lesson plans and worksheets**
- ✓ **Free guide to planning high-quality fieldwork**
- ✓ **Free fieldwork methodology worksheets** and case studies of good fieldwork practice
- ✓ **Free coursework exemplars** with examiner commentaries
- ✓ **Free tracking and assessment tools** to guide your students' progress

More from our published resources

- ✓ **Activities and tips to help students confidently master literacy, mathematical and statistical skills** they can apply to their investigations and exam work.
- ✓ **Tailored content and features to help students think synoptically.**
- ✓ **Student Books that include modelled fieldwork investigations and activities** to support students' enquiry skills for fieldwork studies in the specifications.

Discover more on Page 20

Expert support every step of the way

Our support takes many forms, all with the aim of helping you plan, teach, track and assess our new Edexcel AS and A level Geography courses with confidence. From free events and materials to paid-for published resources, much of this support is already available for you to get started with now.

Subject support

Got questions about the new courses? Send them along to Jon Wolton, your Subject Advisor. You can sign up to receive emails from us and be kept up to date about training events, news and government announcements, entry deadlines and much more.

If you'd like to also speak to one of our geography experts about our specifications, or how best to design a course to suit your school, let us know at:

☎ 0207 010 2185

✉ TeachingGeography@pearson.com

🐦 Jon on [@GeogAdvisor](https://twitter.com/GeogAdvisor)

www.edexcel.com/alevelgeography16



Plan

When it comes to planning, we'll provide support and resources to help you design your course and get ready to teach our new Edexcel AS and A level Geography qualifications.

Free support

- ✓ **A Getting Started Guide** to help you prepare for first teaching, with an overview of each specification and changes to content and assessment.
- ✓ **Editable course planners** that you can adapt to suit your teaching.
- ✓ **Schemes of work** for every topic.
- ✓ **Mapping documents** highlighting similarities and differences between your current AS and A level Geography specifications and our new Edexcel specifications.
- ✓ **Guide to planning high-quality fieldwork** around your teaching, developed with the Field Studies Council to ensure that field trips are meaningful and successfully prepare students for the examinations.



Teach

When it comes to teaching, we'll provide support and resources to help you guide your students' learning and success throughout the courses.

Free support

- ✓ **Topic booklets** with a teacher's overview of every topic, outlines for new and/or challenging topics, recommended teaching strategies and suggestions of useful materials.
- ✓ **Topic PowerPoints** on key processes and concepts to help bring the topic to life.
- ✓ **Field trip methodology worksheets and case studies of good fieldwork practice.** Using the Field Studies Council's wealth of experience with geography field trips, these case studies will ensure that the benchmark for good fieldwork is clearly understood by both you and your students.
- ✓ **Materials to help develop geographical skills,** including skills worksheets, *Maths for Geographers*, and full lesson plans (with worksheets) that develop students' understanding of GIS.

Paid-for published resources

We're committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.

To do this, we aim for our qualifications to be supported by a wide range of paid-for resources, produced by a range of publishers, including ourselves.

However, it is not necessary to purchase endorsed resources to deliver our qualifications.

Please note: the resources listed overleaf have not yet been endorsed. All information is correct at the time of going to print, and is subject to change.

Endorsed resources will be available at www.edexcel.com/resources.

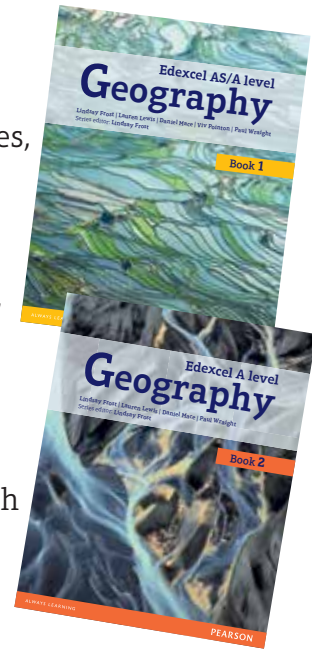
More on Pearson resources overleaf

Developing skilled and successful geographers

Pearson's paid-for resources will support you in delivering the Edexcel AS/A level Geography specifications with confidence, and help your students engage with the courses and get exam-ready.

Our new Student Books:

- ✓ **bring geographical theory and processes to life** with clear and engaging content, case studies, diagrams and more
- ✓ **encourage students to think synoptically** by signposting links between geographical themes, ideas and concepts, as well as offering wider reading to help them go beyond what they're learning
- ✓ **focus on the new fieldwork requirements** with example fieldwork investigations, guidance on using data and the independent investigation
- ✓ **build key skills for success in geography** with activities to help students develop and apply skills in context.
- ✓ **get students set for exams** with plenty of advice from assessment experts, contextualised exam questions, annotated sample answers and exam tips.



Each Student Book also comes with a free **ActiveBook (e-book)** – ideal for personalised learning and revision.

Sign up to get a free Evaluation Pack
www.pearsonschools.co.uk/geographyalevel16ep

Other publishers looking towards getting their resources endorsed include:

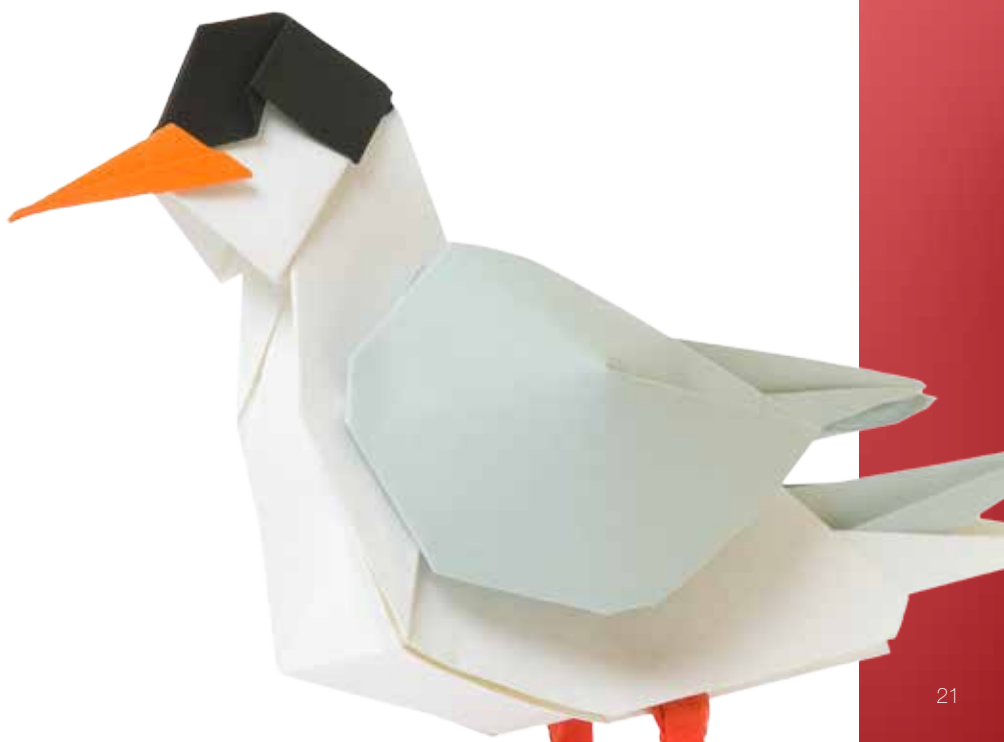
- Hodder Education
- Oxford University Press
- Pumpkin Interactive.

Track and assess

When it comes to tracking progress and preparing for assessment, we'll provide support and resources to help you and your students throughout the course.

Free support

- ✓ **Additional specimen papers** to help you become familiar with the style of exams and to give students practice papers you can use to pinpoint and guide their progress.
- ✓ **Student exemplars and examiner commentaries** available for first teaching to help you and your students understand the standard that's expected.
- ✓ **Training on how to use our mark schemes and mark our specimen papers.**
- ✓ **Free coursework exemplars, marking training and trial marking material** for the new A level Independent Investigation.
- ✓ **ResultsPlus** provides the most detailed analysis available of your students' exam performance. Widely used by teachers across the country, this free online service enables you to identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of geography.
www.edexcel.com/resultsplus



Develop

When it comes to Professional Development, we're running events to support you in the run-up to first teaching and beyond. What's more, these events also count towards your CPD hours.

Free Getting Ready to Teach events

At these events, our experts will:

- ✓ guide you through the structure and content of the new specifications
- ✓ discuss teaching and delivery strategies, including co-teaching AS and A level
- ✓ explore question papers and mark schemes for each exam
- ✓ develop ideas for high-quality AS and A level fieldwork
- ✓ let you know more about the support available to help you and your students every step of the way.

Fieldwork Planning events

Twilight and all-day events, designed in collaboration with the Royal Geographical Society and the Field Studies Council, to support teachers with quantitative and numerical skills, as well as preparation for the independent investigation.

Book your place at:

www.edexcel.com/ALGeog16Training.

“Best support for A level I have been on for years, I really needed the support on offer today. Thank you.”

Event attendee

AS and A level Geography: **key facts**

The following changes will apply to all awarding organisations' specifications:

- ✓ **Stand-alone AS qualification (no longer counting towards the A level).** Exams to be sat at the end of each course.
- ✓ There will be **an increased emphasis on geographical skills.**
- ✓ More detailed expectations for **developing qualitative and quantitative data skills.**
- ✓ A level must include all the prescribed skills and AS must include a selection of the skills.

There will be an increased emphasis on fieldwork:

- ✓ **AS** now requires a minimum of 2 days, **A level** now requires a minimum of four days.
- ✓ AS and A level require fieldwork to be carried out in relation to **processes in physical and human geography.**
- ✓ **AS level fieldwork will be assessed by exam.**
- ✓ **All A level students will complete one Independent Investigation,** which will be a non-examined assessment and must draw on fieldwork: this is 20% of the A level.

Compulsory core themes set by the Department for Education

1. Water and Carbon Cycles
2. Landscape Systems
3. Global Systems and Global Governance
4. Changing Place; Changing Places

All A level specifications must include all four core themes. All AS specifications must include one physical geography and one human geography core theme. The core themes will account for 60% of all AS and A level specifications.

Get in touch

For queries, information and support, we're here to help.

Call us on: **020 7010 2185**

Email us: **TeachingGeography@pearson.com**



Follow us! **@GeogAdvisor**

Visit us online: **www.edexcel.com/alevelgeography16**

Want to teach the new courses?

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so we can keep you up to date with the news and
materials relevant to you.



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