



Pearson

# Pearson Edexcel GCSE Geography Preparing for the first assessment

GA Conference 2018

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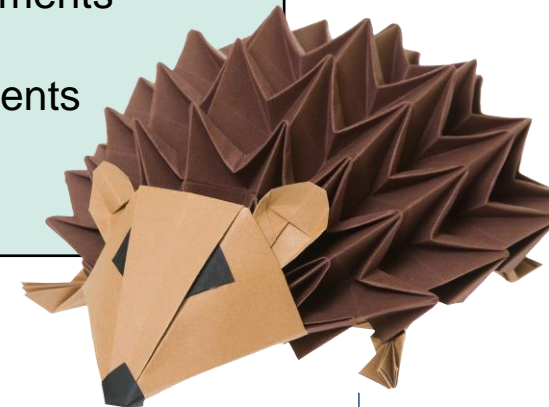


# Aims and Objectives

- Review of the assessment structure
- Strategies for decoding exam questions
- Strategies for approaching the 8 mark question
- Using the generic Levels Based Mark Scheme with sample scripts
- Supporting you further

# GCSE Geography A exam structure

<b>Paper 1: The Physical Environment</b> <b>Total Marks: 94</b> <b>Weighting: 37.5%</b> <b>Optionality: Section A</b> <b>Exam time: 1 hour 30 minutes</b>	Section A: The Changing landscapes of the UK  Section B: Weather hazards and climate change  Section C: Ecosystems, biodiversity and management
<b>Paper 2: The Human Environment</b> <b>Total Marks: 94</b> <b>Weighting: 37.5%</b> <b>Optionality: Section C</b> <b>Exam time: 1 hour 30 minutes</b>	Section A: Changing cities  Section B: Global development  Section C: Resource management
<b>Paper 3: Geographical Investigations</b> <b>Total Marks: 64</b> <b>Weighting: 25%</b> <b>Optionality: Sections A and B</b> <b>Exam time: 1 hour 30 minutes</b>	Section A: Geographical investigations – physical environments  Section B: Geographical investigations – human environments  Section C: UK Challenges



# GCSE Geography B exam structure

<b>Paper 1: Global Geographical Issues</b> <b>Total Marks: 94</b> <b>Weighting: 37.5%</b> <b>Exam time: 1 hour 30 minutes</b>	Section A: Hazardous Earth Section B: Development dynamics Section C: Challenges of an urbanising world
<b>Paper 2: UK Geographical Issues</b> <b>Total Marks: 94</b> <b>Weighting: 37.5%</b> <b>Optionality: Section C</b> <b>Exam time: 1 hour 30 minutes</b>	Section A: The UK's evolving physical landscapes Section B: The UK's evolving human landscape Section C: Geographical Investigations – physical and human fieldwork
<b>Paper 3: People and Environment Issues – Making Geographical Decisions</b> <b>Total Marks: 64</b> <b>Weighting: 25%</b> <b>Exam time: 1 hour 30 minutes</b>	Section A: People and the Biosphere Section B: Forests under threat Section C: Consuming energy resources Section D: Making a geographical decision



# Question types

A range of different question types will be used within all examinations in order to assess a variety of requirements and facilitate differentiation.

The different questions types that are used are:

- Multiple choice questions (MCQ)
- Short open response
- Open response
- Calculation
- Extended open response

# Command words and mark tariffs

	1	2	3	4	8	12
<b>Identify/State/Name</b>	*	*				
<b>Define</b>	*					
<b>Calculate</b>	*	*				
<b>Label</b>	*	*	*			
<b>Draw/plot</b>	*	*	*			
<b>Compare</b>		*	*			
<b>Describe</b>		*	*	*		
<b>Explain</b>		*	*	*		
<b>Suggest</b>		*	*	*		
<b>Assess/Evaluate/Examine (A)</b>					*	
<b>Discuss (A)/Justify (B)</b>						*

# What is the difference between ‘Explain’ and ‘Suggest’?

## Explain

- Used when the student is required to provide a reasoned explanation of how or why something occurs by developing a point with some justification/exemplification.
- May require an explanation of specification content (AO1 and AO2) or resource material (AO2 and AO3).

## Suggest

- Only used when the question requires students to speculate beyond the learned content of the speculation and will link to a resource.
- As with ‘Explain’, it requires the development of a point with some justification/exemplification.

**Question 1 (b) (ii) Explain one reason why climate change might affect the price of food.  
(2 marks)**

**Guidance:**

- One point developed
- No credit for additional points

Question	Answer	Marks
<b>1(b)(ii)</b>	<p>Award 1 mark for identifying one feature of climate change linked to crop change, and a further mark for explaining why this affect the food price, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"><li>• Lower rainfall causes drought (1) so less successful harvest limits supply of food / pushes up price of food (1)</li><li>• Higher temperatures destroy some crops (1) limiting supply of food (1)</li><li>• Higher temperatures also improve growing conditions in some regions (1) increasing supply of food / lowering prices, e.g. grapes in Southern England</li><li>• Extreme weather events wipe out food harvest (1) limiting food exports and supply (1)</li></ul> <p><b>Accept any other appropriate response.</b></p>	<b>(2)</b>



# Paper 1 – Question 6

## Question 6ci - question

(c) (i) Study Figures 9a and 9b in the Resource Booklet.

Explain **two** reasons for the link between agriculture and drought.

- Two points need to be made and developed for the full 4 marks
- Cannot get credit for double development
- No credit for a third or additional points

(4)

1 \_\_\_\_\_  
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\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Question number	Answer	Mark
6(c)(i)	Award 1 mark for point about farming and a further one mark for how this links to drought, up to a maximum of 4 marks.  Widespread deforestation shown in Figure 9a to create room for growing soybean crops reduces the soil's ability to hold water (1) which can cause the ground to dry out as shown in Figure 9b (1)  Widespread deforestation shown in Figure 9a can reduce the amount of transpiration from plants and trees (1) which means that there is less chance of rain (1)  Overgrazing of farmland as population/demand rises (1) which can eventually leave the soil bare/exposed to the elements (1)  Figure 9b shows that crops have died because of severe drought (1) and the soil has dried out which will make farming more difficult in the future (1)	
	<b>Accept any other appropriate response</b>	<b>(4)</b>

# Paper 1 – Question 7

## Question 7diii - question

(iii) Study Figures 11a and 11b in the Resource Booklet.

Explain why there are differences in these climate graphs.

(4)

### Guidance:

- Could have 1 point with triple development
- Or 2 points developed

Question number	Answer	Mark
7(d)(iii)	<p>Award 1 mark for a basic reason for a difference and further mark for the extension of this point up to maximum of 4 marks.</p> <p><b>Seasonal variations</b></p> <p>Deciduous woodlands are exposed to both warm and cold air masses during a year (1) which results in greater seasonal variations/four distinct seasons (1)</p> <p><b>Temperature</b></p> <p>Higher in TRFs because they are located nearer to the equator (1) where there is more direct sunlight hitting the land and sea (1) however deciduous woodlands have lower temperatures because they are found in higher latitudes further away from the Equator (1) where the sunlight is more dispersed (1)</p> <p><b>Rainfall</b></p> <p>Higher in TRFs because there are higher temperatures (1) which increases evaporation rates (1) and warmer air can hold more water vapour than the milder area in areas of deciduous woodland (1)</p> <p><b>Accept any other appropriate response</b></p>	(4)

# Paper 1 – Question 6

## Question 6a(iii) - question

(iii) Suggest **one** reason for the differences in the number of deaths shown in Figure 7.

(2)

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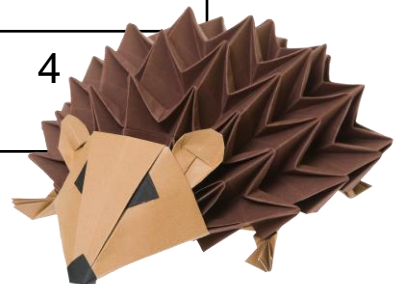
### Guidance:

- One point/suggestion with development
- No credit for a second point/suggestion

Question number	Answer	Mark
6(a)(iii)	<p>Award 1 mark for point about why a hurricane may lead to more/less deaths and a further 1 mark for expansion, up to a maximum of 2 marks.</p> <p>Some hurricanes may increase/decrease in intensity (1) as they pass over warmer/cooler areas of water (1)</p> <p>Some hurricanes may create a larger storm surge than others (1) which might result in larger areas of coastal flooding (1)</p> <p>Some parts of the world/developed countries have more advanced resources and/or technology (1) such as satellites and/or specially equipped aircraft (1)</p> <p>More developed countries may have better equipped/trained emergency services (1) which can educate people about necessary precautions before a hurricane strikes (1)</p> <p>Some parts of the world are able to issue storm warnings in advance (1) which can enable the population to evacuate or prepare themselves for the storm (1)</p> <p>Some developed or emerging countries might have a number of poorly constructed buildings (1) which can be completely destroyed by a hurricane (1)</p> <p>Developed/emerging countries may have a poor road network/lack of trained and/or equipped rescue services (1) which will delay rescue operations and/or the delivery of aid (1)</p> <p><b>Accept any other appropriate response</b></p>	(2)

# Specification A: Extended writing and LBMS

	Total Marks*	AO2 (Understanding)	AO3 (Application)	AO4 (Skills)
<b>Paper 1 The Physical Environment</b>				
Section A :Examine	8		4	4
Sections B and C: Assess or Evaluate	8	4	4	
<b>Paper 2 The Human Environment</b>				
Section A, B and C: Assess or Evaluate	8	4	4	
<b>Paper 3 Geographical Investigations</b>				
Sections A and B (fieldwork): Assess or Evaluate	8		4	4
Section C (UK Challenges): Discuss	12	4	4	4



# Specification B: Extended writing and LBMS

	Total Marks*	AO2 (understanding)	AO3 (Application)	AO4 (Skills)
<b>Paper 1 Global Geographical Issues</b>				
Sections A, B and C: Assess or Evaluate	8	4	4	
<b>Paper 2 UK Geographical Issues</b>				
Section A and B: Assess or Evaluate	8		4	4
Section C1 and C2 fieldwork: Assess or Evaluate	8		4	4
<b>Paper 3 Making Geographical Decisions</b>				
Sections A,B or C: Assess or evaluate	8		4	4
Section D: Select one..... Justify	12	4	4	4



# What's the difference between 'Assess' and 'Evaluate'?

## Assess

- Use evidence from located examples and/or a case study to determine the relative significance of something.
- Consider all the factors and identify which are the most important; for example, the relative impact of two things or the extent to which something happens in different circumstances.
- Does not require a conclusion although 'Assess the importance of..' or 'Assess the relative importance of..' might lead students to a clear conclusion.

# What's the difference between 'Assess' and 'Evaluate'?

## Evaluate

- Appraise things by measuring the value or success of something and ultimately come to a definite judgement/conclusion.
- Analyse and review information and then bring it together to develop a conclusion.
- Draw on evidence such as advantages and disadvantages, strengths and weaknesses, alternatives and relevant data or details from located examples and/or a case study.

# Tackling the 'Examine' questions in Spec A, Paper 1

## Examine

- 'Examine' questions are always worth 8 marks and are marked using a levels-based mark scheme.
- They only appear in Section A on Paper 1 and will always be linked to resource material.
- The breakdown of marks will always be 4 x AO3 and 4 x AO4.
- Extract relevant information from the resource material (AO4), and use this information to support description and explanation.





**Strategies for tackling the 8  
mark extended response  
questions**

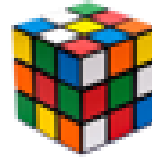
**Delegate activity**  
**What strategies do you use to support students with extended writing?**

# Decoding exam questions



## **BUG** the question

**B**ox the command word  
**U**nderline the geography  
**G**lance back at the question  
as you write the answer



## **CUBE** the question

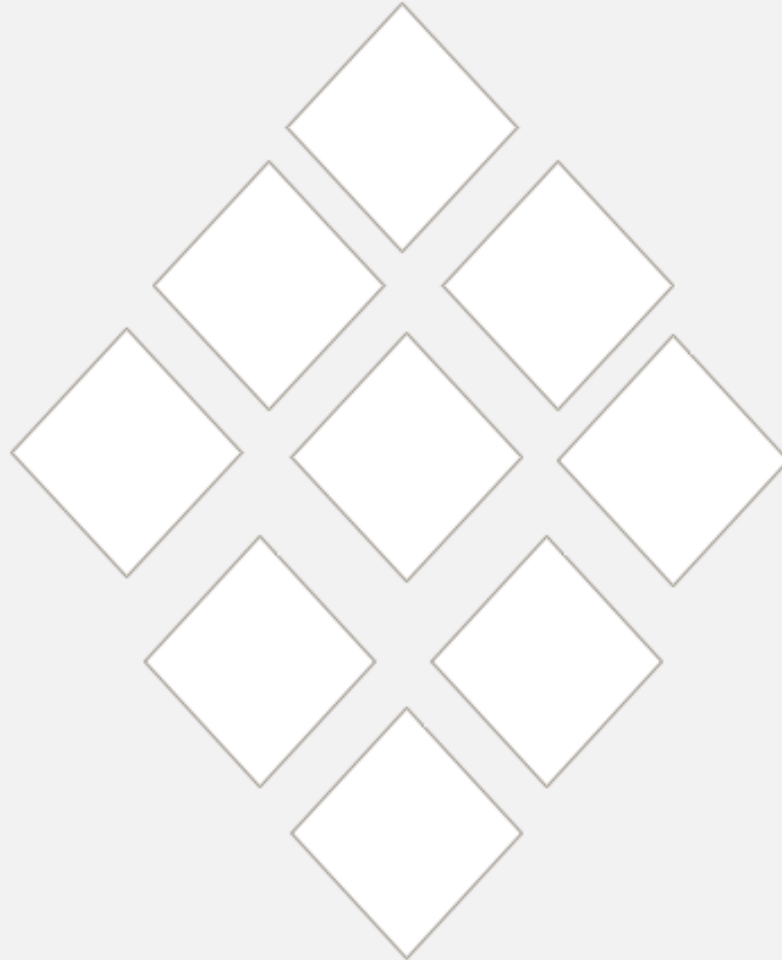
**C**ircle the command word  
**U**nderline the key  
geographical words  
**B**ox any figures you must refer  
to  
**E**xplain the question in your  
own words

# Thinking Hats



# Diamond Ranking

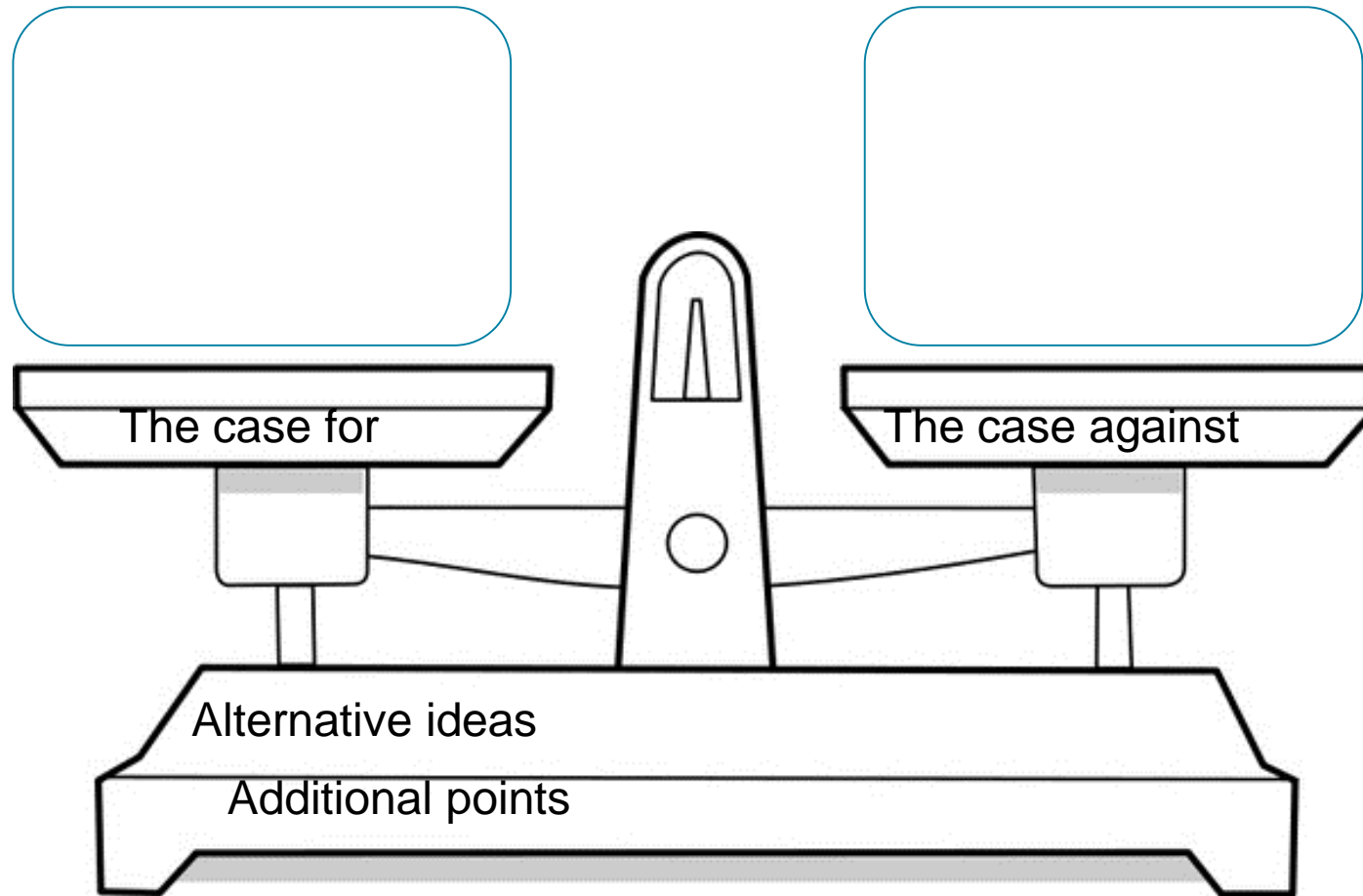
What are the all the different causes of climate change?



On post-its students write and announce as many ideas as they can in the time allowed, one idea per slip of paper.

Each slip of paper is placed in the centre of the table, students attempt to cover the table

# Weighing up an issue

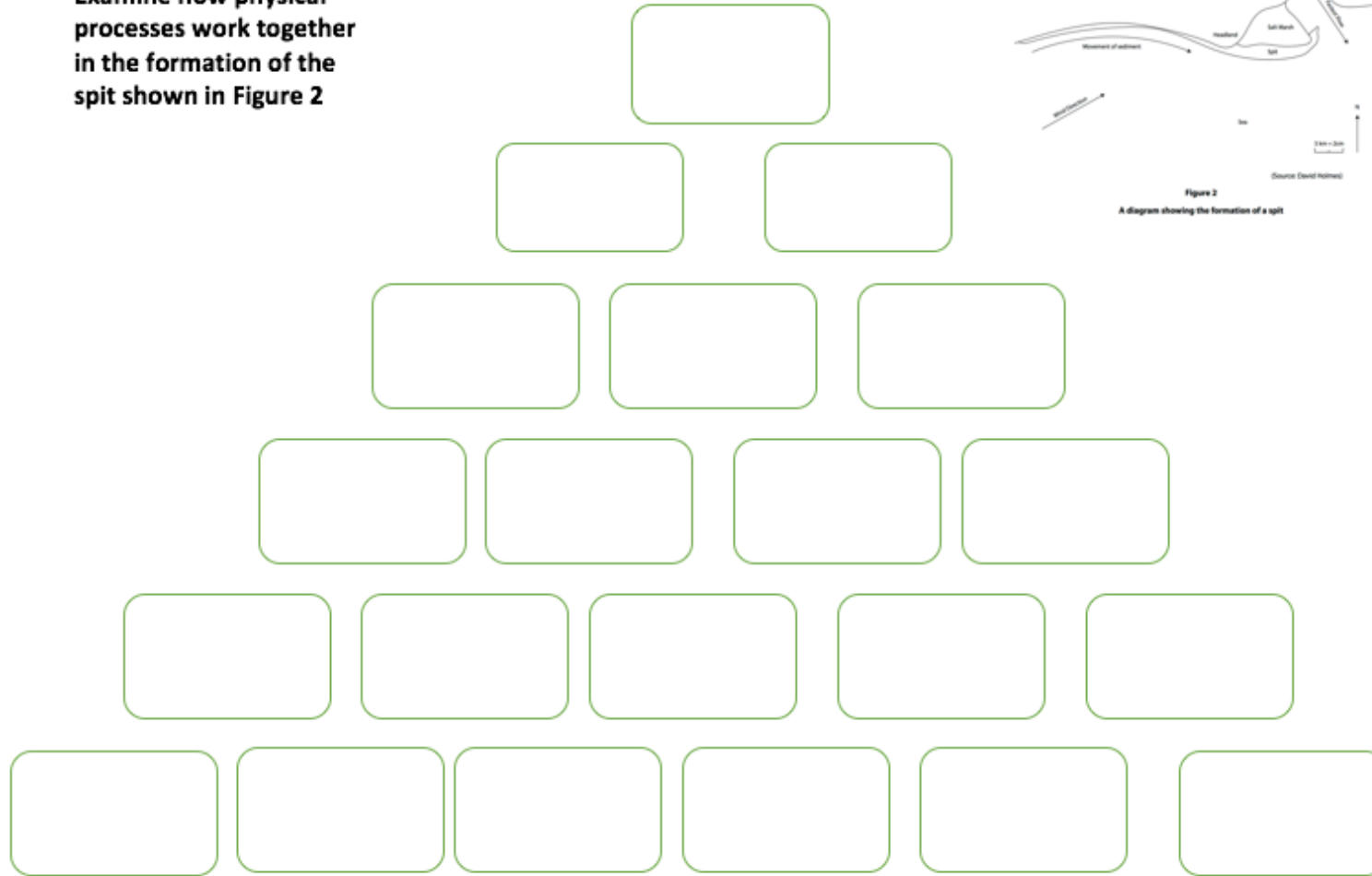


# Summarising Pyramids

Examine how physical processes work together in the formation of the spit shown in Figure 2



Figure 2  
A diagram showing the formation of a spit



# Summarising Pyramids

“Examine how physical processes work together in the formation of the spit shown in Figure 2” (8 marks, AO3 x 4 and AO4 x 3)

1. word to name the feature
2. words to that describe the direction of movement
3. words to describe how sediment is moved along the coast
4. words that explain why material is deposited
5. words which describe the appearance of the landform
6. words to describe the main features on the diagram



# Use of reflexive language

Therefore Yet  
Alternatively  
However Significantly  
Importantly Concluding  
Overall Although  
Similarly  
Whereas

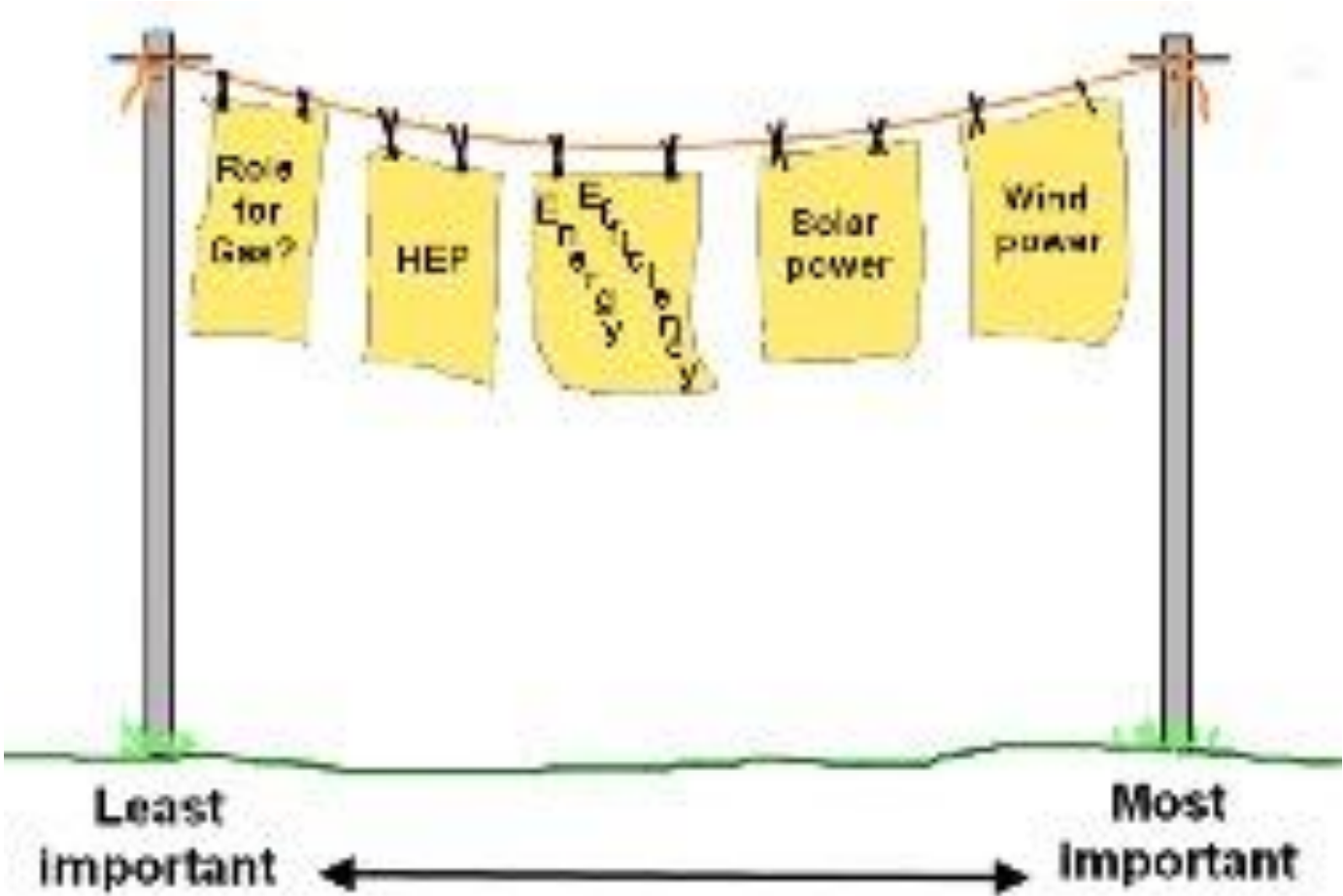
# PEEL

Point	Evidence	Explanation	Link
It has been suggested that...	Figure X clearly shows ...	The trend in Figure X goes up because ....	With this in mind, it is evident that ...
It is believed that...	This is supported by ...	This shows us that ...	Therefore, it is evident that ...
Some people argue that...	This is demonstrated by ...	It is clear from this that ....	All of this evidence demonstrates ...
Many people believe that...	Figure X tells us that ...	This evidence explains that ...	This also links to the idea that ...
One argument that...	Figure X suggests that ...	This means that ...	This is what I expected because ...
One school of thought is that ...	The evidence provided from Figure X suggests ....	This supports my argument because ...	It is clear that ...
One of the main causes/advantages ...	The pattern on Figure X suggests ...	This demonstrates that ...	Therefore, I can conclude that ...

(e) Evaluate different approaches used by **either** a named developing **or** emerging country to manage and use energy resources in a sustainable way.

(8)

Named developing or emerging country .....



The background is a solid blue color with a repeating pattern of dark blue, wavy, horizontal lines. In the center of the image is a large white circle. Inside this circle, the text "Understanding our Levels Based Mark Schemes (LBMS)" is written in a dark blue, serif font. The text is centered both horizontally and vertically within the circle.

**Understanding our Levels  
Based Mark Schemes (LBMS)**

# Understanding the mark scheme

Indicative content under AO headings

Question number	Indicative content
2*(f)	<p><b>AO2 (4 marks)/AO3 (4 marks)</b></p> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>Rapid economic change will involve both changes to the structure of the economy and changes to its regional geography, as well as a growing GDP.</li> <li>Rural-urban migration is a consequence of the changing structure of the economy.</li> <li>There are significant changes to the population data as a consequence of these changes being unevenly spread across society.</li> <li>In many emerging economies there have been rising inequalities of income.</li> <li>Impacts will be both positive and negative, with some groups benefiting both economically and socially but others not, especially the urban poor and landless rural populations.</li> <li>Environmental impacts also affect human health unevenly.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>In many emerging societies a powerful elite run the country and have profited from its development and from their relationship with both foreign governments and foreign TNCs.</li> <li>Improvements in infrastructure and higher government spending have improved levels of health and education for this group and an emerging middle class, often in the major cities.</li> <li>There are clearly rural groups who are not currently benefiting from rapid economic change because they lose their land as agriculture becomes more commercial.</li> <li>Urban economies provide only a limited number of relatively well-paid industrial jobs so many new city dwellers are forced into the informal economy.</li> <li>As a result, high rates of mortality are common in both squatter settlements and shanty towns, and in rural communities.</li> <li>Long-term development might lead to the increased growth of a middle class with benefits spreading more widely as a consequence.</li> </ul>

AO weighting

Level descriptors

Level	Mark	Descriptor
	0	No acceptable response
Level 1	1-3	<ul style="list-style-type: none"> <li>Demonstrates isolated elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2)</li> <li>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 are supported by limited evidence. (AO3)</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Demonstrates elements of understanding of concepts and the interrelationship of places, environments and processes. (AO2)</li> <li>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)</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>Demonstrates accurate understanding of concepts and the interrelationship of places, environments and processes. (AO2)</li> <li>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)</li> </ul>

# Guidance on interpreting AO2 level descriptors

Level Descriptors  AO2	How could a Level 2 student demonstrate this?	How might a Level 3 student demonstrate this?
<p>Demonstrates geographical understanding of concepts and inter-relationships between how they are used in relation to places, environments and processes.</p>	<ul style="list-style-type: none"> <li>• Some use of appropriate geographical terminology.</li> <li>• Several ideas have been clearly described.</li> <li>• Some basic reasons have been given, but these are undeveloped e.g. 'The tropical climate with heavy rain makes deforestation more serious'.</li> <li>• Lacks the use of examples to support their answer and exemplification used is generalised e.g. 'Top down developments such as big dams often displace people'.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate use of geographical terminology.</li> <li>• Developed explanations showing accurate understanding of relevant processes and concepts e.g. 'Heavy rainfall removes the topsoil after deforestation which makes areas infertile because the source of nutrients has been removed'.</li> <li>• Use of detailed and accurate place knowledge (located examples or case studies) to support their answer e.g. 'The Three Gorges Dam is believed to have led to 1.5 million people leaving their homes by 2012, disrupting their economic and social lives very significantly'.</li> </ul>

# Guidance on interpreting AO3 levels descriptors

Level Descriptors	How could a Level 2 student demonstrate this?	How might a Level 3 student demonstrate this?
<b>AO3</b> Applies knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements	<ul style="list-style-type: none"><li>• An imbalanced response, for example may focus mainly on the advantages, strengths and/or success of something, without considering the other side of the argument.</li><li>• For 'Evaluate' questions, conclusions/judgements may be made but these are not wholly based upon evidence.</li><li>• Some use of relevant located examples/case studies to support arguments.</li></ul>	<ul style="list-style-type: none"><li>• A balanced, well-developed argument that recognises the complexity of an issue and considers a range of factors linked to both sides of the argument.</li><li>• For 'Evaluate' questions, different perspectives are weighted up and a conclusions is reached that is supported by evidence.</li><li>• Effective use of located examples or case studies to support evidence used to formulate a conclusion or judgement.</li></ul>

# Guidance on interpreting AO4 levels descriptors

Level descriptors	How could a Level 2 student demonstrate this?	How might a Level 3 student demonstrate this?
<b>AO4</b> Selects, adapts and uses a variety of skills and techniques to investigate questions and issues and communicate findings.	<ul style="list-style-type: none"><li>• Some evidence of use of the resource(s) or the enquiry process that the student has been asked to study.</li><li>• Some evidence from the resource(s) or from their own fieldwork has been extracted and included in their answer.</li><li>• Answer is supported by the use of geographical skills and has communicated fieldwork findings or resource evidence with some clarity using relevant geographical terminology occasionally.</li><li>• E.g. 'We interviewed lots of people but we didn't have enough time' or 'Figure 7 shows that the south of the UK is much better paid than the north'.</li></ul>	<ul style="list-style-type: none"><li>• Evidence from the resource(s) and their own fieldwork has been 'lifted', but also manipulated and/or analysed to investigate the issue or concept.</li><li>• Frequently uses evidence from the resource(s) and their own fieldwork to add depth to explanations and make links between geographical theory and the context used in the question.</li><li>• Addressed all relevant aspects of the enquiry process and their answer is supported by the use of geographical skills. Communicated enquiry-specific fieldwork findings with clarity, and uses relevant geographical terminology consistently.</li><li>• E.g. 'We interviewed 40 people although some were probably interviewed twice. Interviews were rushed as we only had 40 minutes in the town centre' or 'Figure 7 shows that south east England has by far the highest wages although even here there are pockets of low wages as in East Kent'.</li></ul>



# **Delegate Activity**

## **Marking Sample Answers**

# Sample Answers and Examiner Commentaries

## 1. Evaluate – Spec B Paper 1 Q1e

Using named countries, Evaluate whether the impacts of tectonic hazards on emerging or developing countries are greater than those in developed countries

Named emerging or developing country

.....

Named developed country

.....

2. Examine – Spec A Paper 1 Q2b Examine how difference coastal defences affect the rate of coastal erosion in the landscape shown in Figure 2

3. Assess – Spec B Paper 1 Q2f For a named emerging country assess how far its development has been influenced by its location.

# GCSE Geography A further support

- GCSE, AS and A level Geography [Command Words](#)
- GCSE Geography A and B Examiner Marked Student [Exemplar Booklet](#)
- Paper 3 UK Challenges [Exemplar Booklet](#)
- Mocks Marking Training [Materials](#)
- [Specimen Papers](#) and Mark Schemes
- Assessment Guide
- Mark Scheme Poster



# GCSE Geography B further support

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- Paper 3 DME [Exemplar Booklet](#)
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# Our Geography Subject Advisor

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# Final Questions

