WJEC Eduqas GCSE (9-1) Geography
PiXL training event 30/11/2016

Andy Owen Subject Officer
GCSE Geography
Andy, I currently teach 64 case studies. Do you think this sounds about right?

What factors influence your planning of a new course?

Content of the specification

My resources

Case studies

Styles of assessment
Legacy GCSE are often planned around case study

- Geography is about places
- The exam requires case study knowledge
Case studies require knowledge

**Box 1** What examiners want for A and A* answers

Candidates **recall, select and communicate detailed knowledge** and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.

**Table 1** Mark scheme for the exam question ‘Using named examples, explain the reasons why international aid is given’

<table>
<thead>
<tr>
<th>Level 0</th>
<th>0 marks</th>
<th>No creditable response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1–3 marks</td>
<td>Poorly organised. Limited description or explanation. Very generalised with few details or examples. Poorly located places. Few geographical key words. Spelling, punctuation and grammar are weak.</td>
</tr>
<tr>
<td>Level 2</td>
<td>4–6 marks</td>
<td>Fairly well organised. Some description or explanation. Uses examples, but may not be very precise. Examples are usually named. Clearly written, and with some geographical key words. Spelling, punctuation and grammar are generally sound.</td>
</tr>
<tr>
<td>Level 3</td>
<td>7–8 marks</td>
<td>Well organised. Describes and explains clearly. Includes a range of specific examples, which are detailed and named. Well written with good use of geographical words. Spelling, punctuation and grammar always accurate.</td>
</tr>
</tbody>
</table>

This means knowing which bits of your knowledge you should use to answer the question.

**Detailed knowledge**

You need to learn:
- the names of places, e.g. ‘In the Maasai area in Kenya’ — just writing ‘In Africa’ will not do
- dates, e.g. when an aid project took place
- data, e.g. how many thousands or millions of people were affected by drought

So, writing ‘aid came from Britain to help places which had suffered drought’ is not as good as:

aid was given by Oxfam to help remote villages in Mali in the Sahel region, where the rainy season had arrived late 3 years running.
Each question (item) in the Eduqas SAMs assesses only one assessment objective.

Extended writing (items with a tariff of 6 or more marks) assess:
- AO2 (understanding)
- OR AO3 (application).

Consequently, less focus on learning facts related to case studies.

More emphasis on:
- Interpretation
- Analysis
- Appraisal
- Making decisions
- Justification
AO1 Demonstrate **knowledge** of places, environments and processes at a variety of scales.

AO2 Demonstrate **understanding** of places, environments, concepts and interrelationships at a variety of scales.

AO3 **Apply** knowledge and understanding to interpret, analyse and evaluate geographical information and issues and the make judgements.

AO4 Select, adapt and use a variety of **skills** and techniques to investigate questions and issues and communicate findings.
Time to show you know...
Identify the assessment objective
Draw a line of best fit on Graph 3.2. [2]
Describe the location of one shanty town in one global city [4]
(Which is the best option for the future management of river flooding? Justify your answer. [6]
(i) Complete Weather Map 1.3 by drawing the 996 mb isobar. [1]
(ii) Calculate the difference in temperature between the two weather stations shown on Weather Map 1.3. [2]
Suggest why plant growth is difficult in the environment shown in Photograph 1.5 [2]
Give **two** reasons that explain why people living close to active volcanoes may be at risk. [4]
Make use of these comments to decide whether you agree with the following statement.

"The need to create economic growth in NICs such as India far outweighs any concerns about climate change."

Explain your reasons. [8]
List **four** pull factors that attract people to urban areas in Low Income Countries. (4)
Explain why infant mortality rates are high in many sub-Saharan countries. [6]
Key terms and definitions

1. (a) Study diagram 1.1 below. It shows the flow of water in a drainage basin.

Diagram 1.1

(i) What is a drainage basin? Tick (✓) the correct definition below. (1)

<table>
<thead>
<tr>
<th>Definition</th>
<th>Tick (✓)</th>
</tr>
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<tbody>
<tr>
<td>The place where a river starts to flow.</td>
<td></td>
</tr>
<tr>
<td>The point at which one river flows into another.</td>
<td></td>
</tr>
<tr>
<td>The area from which a river and its tributaries collect water.</td>
<td></td>
</tr>
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(ii) Complete the following sentences using four terms from the box below. (4)

<table>
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<tr>
<th>throughflow</th>
<th>infiltration</th>
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<th>overland flow</th>
<th>transpiration</th>
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.......... travels across saturated or impermeable land surfaces.

.......... is the flow of water through rocks.

.......... is the vertical movement of water into the soil.

.......... is the movement of water downhill through the soil.
AO4

Graph 3.2 The relationship between wealth (GNI) and infant mortality for different countries

Draw a line of best fit on Graph 3.2. [2]
Describe the location of one shanty town in one global city [4]
Which is the best option for the future management of river flooding?

Justify your answer. [6]
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AO2

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……………….. is the flow of water through rocks.
……………….. is the vertical movement of water into the soil.
……………….. is the movement of water downhill through the soil.
To achieve Grade 8 candidates will be able to:

• demonstrate **relevant** and **comprehensive** knowledge, understanding and application of geographical information and issues

• demonstrate **perceptive** understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena

• construct **sustained** and **convincing** arguments to draw **well-evidenced** conclusions

• use and evaluate a wide range of geographical skills and techniques **effectively**
Application of knowledge and understanding
Candidates will be asked to apply knowledge and understanding of:

- Concepts
- Processes
- Interactions

... to a specific context provided by the stem of the question or stimulus material.
Questions assessing application will focus on the skills of:

- Inference
- Evaluation
- Analysis
- Making judgements
There may be parking problems and noise nuisance for local residents when there are events.

The stadium is close to a residential area.

What does the source tell me?

What does the source not tell me?

What can I infer / guess?

What other / new questions do I need to ask?

How often the stadium is used.
How easy is it to solve the challenges created by informal settlements?

Use evidence from this photograph to support your answer (6)

Can you weigh up strengths and limitations?

Evaluation is another way to assess AO2
The challenges facing Nairobi are the same as those facing every global city.
To what extent do you agree? Use evidence in the photograph and table to support your answer. (8)

<table>
<thead>
<tr>
<th></th>
<th>1975</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of residents with access to safe drinking water through stand pipes</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>% of residents with access to legal electricity supplies</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>% of residents with access to the main city sewer network</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% of residents with access to formal city waste collection services</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>

Can you analyse information?

Can you interpret the photo?

Can you make a decision and justify it?
Time for departmental action

1. Plan your programmes of study being mindful of learning opportunities created by the assessment objectives.

2. Download the PLC template. Create PLCs that reflect your planning (above). Use the PLCs to RAG students and provide AfL targets.

3. Discuss the use of scaffolds and connectives to support those students who are less confident writers and stretch the most able.

4. Create assessments banks – identifying past questions to assess AO1, AO2 and AO4. Use stimulus materials (eg in the Hodder text) to create AO3 questions.

5. Share your new PLCs and assessments by uploading them to the Teacher ShareSpace (dropbox) which can be accessed from the Eduqas Geography page.
1 Plan your PoS around learning activities & AOs

### Key Idea 3.2: Vulnerability and hazard reduction

<table>
<thead>
<tr>
<th>Key questions</th>
<th>Depth of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 What are the impacts of tectonic processes?</td>
<td>Impacts of earthquakes, tsunami and volcanic activity on health, infrastructure, and economy.</td>
</tr>
<tr>
<td></td>
<td>Physical and human factors that increase vulnerability to tectonic hazards:</td>
</tr>
<tr>
<td></td>
<td>Physical factors to include the magnitude of volcanic eruptions and earthquakes. The characteristics and scale of pyroclastic flows, lava flows, lahars and ash clouds.</td>
</tr>
<tr>
<td></td>
<td>Social and economic factors that can increase vulnerability of communities in tectonic zones in countries at different levels of economic development.</td>
</tr>
<tr>
<td></td>
<td>Coverage must include one located example of a volcanic hazard and one located earthquake event.</td>
</tr>
<tr>
<td>3.2.2 How might the risks associated with tectonic hazards be reduced?</td>
<td>How monitoring, hazard mapping, new building technology and improved emergency planning may be used to reduce the risks associated with earthquakes, tsunamis and volcanic eruptions.</td>
</tr>
</tbody>
</table>

- **Describe and locate impacts (AO1)**
- **Give reasons for increased vulnerability (AO2)**
- **Sort, classify, weigh up the factors (AO3)**
- **Case study knowledge (AO1)**
- **Data processing (AO4)**
- **Make a judgement – which one works best? (AO3)**
2 Download the PLC template

Download the template and create your own bespoke PLC

There are some examples on our website
Create bespoke PLCs

Work as a team. Create PLCs by considering:
- AOs / Learning activities / thinking skills
- The content of the specification
- Your resources you will be using

<table>
<thead>
<tr>
<th>My evaluation domain I can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the advantages and disadvantages of the methods of transport to your global city</td>
</tr>
<tr>
<td>Evaluate the importance of transport to your global city</td>
</tr>
<tr>
<td>My decision making domain I can...</td>
</tr>
<tr>
<td>Make a decision and justify one way to reduce poverty / provide access to transport for all</td>
</tr>
<tr>
<td>Make a decision and justify which of your global cities is better connected</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My geographical skills (AO4) I can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe distribution of major global cities from a world map</td>
</tr>
<tr>
<td>Describe population pyramids of global city or country</td>
</tr>
<tr>
<td>Select information from a range of sources, choosing, comparing and presenting this information</td>
</tr>
</tbody>
</table>

Audit Appendix A. You could add skills to your bespoke PLC
Argument is an intellectual process. Contradiction is just the automatic gainsaying of anything the other person says.
3 Introduce strategies that help students develop (AO3) extended writing

Making comparisons
Applying evidence from known examples to compare likely outcomes in a novel situation

Recognising bias
Detecting neutrality or vested interests in evidence. Identifying limitations in evidence.

Identifying trends/patterns and anomalies
Using current evidence to forecast likely short/long term scenarios/impacts

Ascribing meaning
Identifying layers of meaning – applying understanding to new situations

Recognising costs and benefits
Weighing the positive and negative impacts. Identifying winners, losers and decision makers

Ranking / prioritising
Deciding on best and better options
What does the scaffold look like?

This is the evaluation phase

- Economic
  - Advantages
  - Disadvantages

- Social
  - Advantages
  - Disadvantages

- Environmental
  - Advantages
  - Disadvantages

Conclusion
  - Why the advantages outweigh any disadvantages

This is justification
Examples of simple signposting

I would recommend …

The most important reason …

This is better than other options because …

In conclusion …
**Key elements of a sophisticated response**

<table>
<thead>
<tr>
<th><strong>Be BALANCED</strong></th>
<th><strong>Use EVIDENCE</strong></th>
<th><strong>COUNTER-ARGUMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weigh up advantages and disadvantages – e.g. costs / benefits, good / bad, positive / negative impacts</td>
<td>Give extended and detailed evidence to support a decision. Use hard and soft evidence but do <strong>not</strong> use vague assertions.</td>
<td>Be able to explain why some proposals or ideas have been <strong>rejected</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Be SYNOPTIC</strong></th>
<th><strong>Think about FUTURES</strong></th>
<th><strong>Reach a JUDGEMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use knowledge and understanding from other topics in Geography, from the news, or from other subjects</td>
<td>Consider the impacts of your decision in the short term and longer term. Is it sustainable?</td>
<td>DECIDE! Be able to put together a logical case that is linked to evidence</td>
</tr>
</tbody>
</table>
Assessments should include items that assess each AO, including responses that involve extended writing and the use of various stimulus material. They could be based on:

- SAMs
  - We are creating an additional SAMs for Component 3

- a past paper that you have modified
  - Be aware of the need to evaluate and make judgements

- Content of the Hodder text book
  - Useful because the book contains stimulus material that can be used to set AO3 and AO4 questions
Review the activities in the Hodder textbook

This is not a case study. It’s an opportunity to evaluate and make a decision.

The activities provide opportunities to:

- Describe (AO1)
- Explain (AO2)
- Evaluate (AO3)
- and use skills (AO4)
You can use stimulus materials to create questions of your own that assess AO3.
Describe the Thames Gateway growth area [2] [AO4]
Describe the distribution of growth areas on the map [4] [AO4]
Evaluate the choice of Thames Gateway for growth of new housing [8] [AO3]
Evaluate whether the features in the photos make this area of Cardiff sustainable [6] [AO3]
Any questions?

Contact GCSE Geography Subject Officer:

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