

OCR/WJEC GCSE IN GEOGRAPHY B (AVERY HILL)

1987

TEACHER SUPPORT: TEACHERS' GUIDE

CONTENTS

1	INTRODUCTION	3
	1.1 Supporting the Specification	3
2	THE NEW SPECIFICATION	9
	2.1 The Specification – What is it like?	9
	2.2 What is the Assessment?	13
3	DELIVERING THE SPECIFICATION	25
	3.1 Styles of Teaching for Examinations and Coursework	25
	3.2 Revision Time	27
4	ORAL ASSESSMENT	31
	4.1 Cross-Unit Task	31
5	AVERY HILL AND THE WIDER WORLD	36
	5.1 Avery Hill Geography and the Wider World	36
	5.2 Exploring Values and Attitudes	36
	5.3 Using Information and Communication Technology in Geography	42
	5.4 Assessing Quality of Written Communication	46
	5.5 Key Skills	50

1 INTRODUCTION

This Teachers' Guide has been written to accompany the GCSE Geography B (Avery Hill) specification for first teaching in September 2001 and first examination in Summer 2003.

1.1 SUPPORTING THE SPECIFICATION

The specification builds on the ethos and approaches of the Avery Hill Curriculum Project that has provided a relevant context and philosophy for the education of young people since the early 1970s. The essential features of the *Avery Hill approach* are demonstrated in the emphasis it places on the inter-dependence of *teaching, learning* and *assessment*. The teacher is supported in the development of appropriate strategies by the Examining Groups and the Project. The nature of the support network is shown in the diagram below, Figure 1:

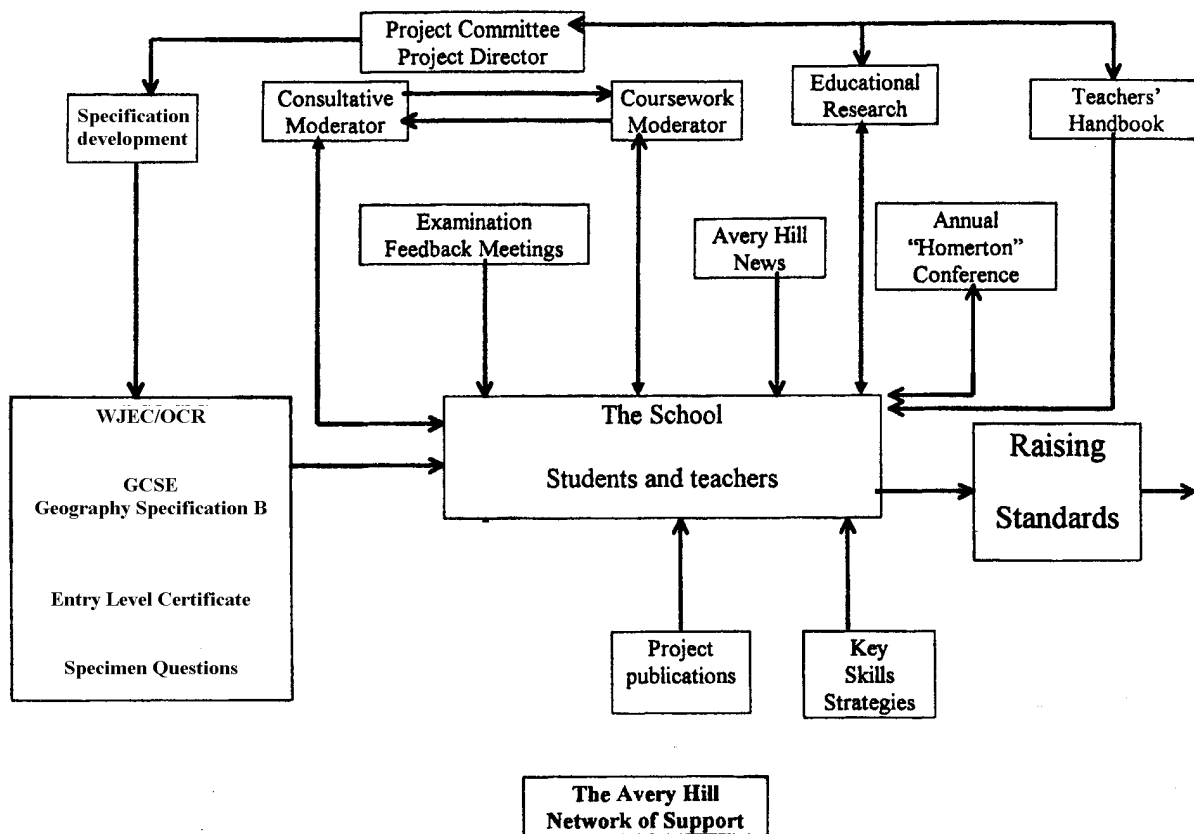


Figure 1

The specification encourages an investigative approach in learning situations facilitated and structured by the teacher. It emphasises the gathering, refining, analysis and evaluation of evidence by candidates through:

- its issue-based approach;
- the use of experiential learning;
- problem-solving approaches;
- coursework of relevance to the student;
- an investigation of the student's own values and attitudes, and those of others;
- data and resource-based assessment;
- the development of fieldwork opportunities.

These have all been explored at great length through the *Teachers' Guide* to the previous syllabus and through other documents issued by the WJEC-OCR and the Avery Hill Project.

The use of resource-based and problem-solving strategies in the terminal examinations should encourage certain learning/teaching styles (e.g. problem solving, issue-based approaches, and the use of ICT in both classwork and coursework) and attempt to reflect them within the structure of the assessment.

Since its inception *Avery Hill Geography* has maintained that Geography is not only studied for its own sake but is also as a vehicle for achieving broader educational aims and a major resource for wider learning. A number of fundamental principles are derived from this premise:

- Geography B (Avery Hill) facilitates an understanding of immediate and relevant human experience by the study of fundamental contemporary issues in a fast changing world (e.g. issues of *sustainability* and *interdependence*).

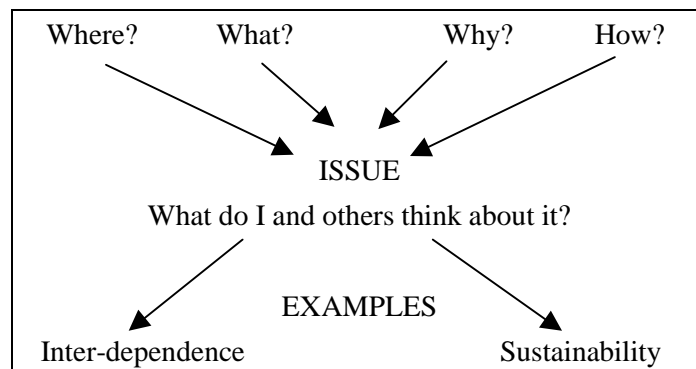


Figure 2

SCHOOL
GCSE COURSEWORK
CROSS UNIT TASK

SHOULD THE AMAZON RAINFOREST BE DEVELOPED?

Your task is to consider the views held by different groups of people about the development of the Amazonian rainforest. You must decide which views are the most important and you must put forward and explain the idea of sustainable development.

You will have a series of questions to follow. Your answers should be presented on separate sheets of paper.

Figure 3

- Issues studied through Geography B (Avery Hill) seek to develop informed opinions within the candidates and candidates who are fully capable of justifying the opinions they hold.
- The Avery Hill learning experience enriches candidates' present and future lives.

Number	Communication
N1.2	C1.1
N2.2	C2.1
<p>KEY GEOGRAPHY Assessment Objectives</p> <p>3.8: Use techniques for obtaining, observing, recording...evidence 3.11: Undertake, supported by fieldwork, an individual investigation...</p> <p>SKILLS SKILLS</p>	
Problem Solving	Working With Others
PS1.1	WO1.1, WO2.1
PS1.2, PS2.2	WO1.2, WO2.2
PS1.3, PS2.3	WO1.3, WO2.3

Figure 4: Geography B (Avery Hill) and Key Skills: Some links and interdependence

Not only does the specification maintain these principles within the context of the National Curriculum for Geography but also contributes fully to the development of the whole person capable of playing a valued and valuable part in society. Avery Hill is seen as the ideal vehicle for the delivery of:

- the spiritual, moral, ethical and cultural dimensions of education;
- the use of ICT to facilitate enquiry;
- issues of sustainability in relation to both the natural and human world;
- the inter-dependence of individuals, organisations and countries;
- the development of Key Skills.

Indeed, it may be strongly argued that, by its very nature, the Avery Hill ethos translated into learning/teaching approaches produces an approach for the candidates that integrates such diverse areas into a wholly meaningful and relevant educational experience.

The WJEC-OCR and the Avery Hill network emphasise the importance of teachers in the teacher/student/assessment relationship and seek to support them in a variety of ways.

Some of these distinctive functions are given below:

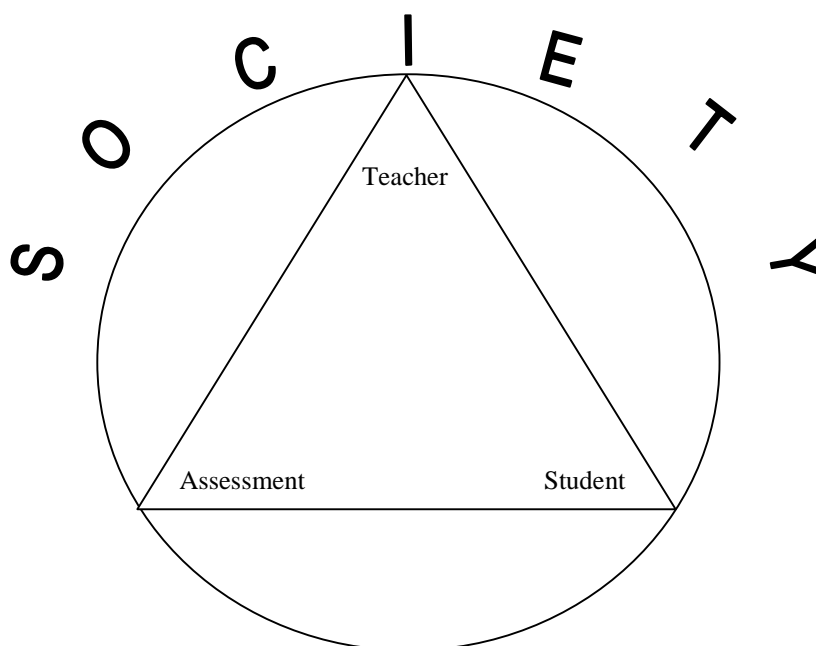


Figure 5

- The Consultative Moderator provides assistance in the design of the coursework strategies to enhance student performance. S/he may also provide help in the design of teaching programmes. An example of the kind of *check* carried out is given below:

Unit: People, Work and Development

AREA KEY IDEAS	SMALL INCLUDING LOCAL	UK	EU	Other MEDC	LEDC	GLOBAL
1	Census Data: Barking and Dagenham.	S. Wales			Kenya	
2			Italy	Japan		
3		S. Wales		Japan (Toyota)		
4	Census	UK	Italy		Kenya	
5	Quality of life by ward	UK			Kenya	Brandt Analysis
6	B+D		Trade block: bananas		Sierra Leone	
7	London Docks?	Coal in S. Wales				Global Steel Industry
8		Sony in S. Wales			Nike: Child Labour	
9		Coal in S. Wales			Deforestation in Amazon (cf: ecosystems)	Global Warming

Figure 6: Part of a matrix for a unit

- The Avery Hill Project is involved in the development of Geography B (Avery Hill) and in providing help for individual teachers and small groups.
- The Project and awarding bodies are responsible for developing a programme of teacher meetings and conferences that facilitate the sharing of good educational practice and engender a collaborative approach to curriculum development and resource development.
- They organise a continuous programme of research into practical issues of teaching, classroom organisation and teaching programme design to develop and disseminate effective strategies. For example, one project looked at the possibility of developing effective strategies for improving student achievement in tasks and questions involving *case studies*. One of the proposed strategies looked at the use of a *concept pinboard*, as illustrated over:

CONCEPT PINBOARD

A good way to help candidates to practise the vocabulary and literacy skills needed to pull together a good case study response is the case study pinboard. There is a practicality to using mapping pins and wool or string on a pinboard or display board. These can be displayed in the classroom or corridor as a revision aid for others. The pinboard can be disassembled and reassembled on different topics.

<i>push factor</i>	<i>services</i>	<i>site and service</i>	<i>periferia</i>	<i>Government policies</i>
<i>health care</i>	<i>shanty dwellings</i>	<i>improvement grants</i>	<i>crime</i>	<i>job opportunities</i>
<i>ageing population</i>	<i>famine</i>	<i>resettlement schemes</i>	<i>pull factor</i>	<i>rural to urban migration</i>
<i>civil war</i>	<i>sanitation sewage</i>	<i>poverty</i>	<i>CBD</i>	<i>self help co-ops</i>
<i>rural depopulation</i>	<i>schooling for children</i>	<i>drought on the land</i>	<i>poor quality land</i>	<i>building materials</i>

Extract from ‘The Case Study in Geography B (Avery Hill): learning and teaching strategies’

Figure 7

- Acquainting teachers with good practise in assessment through research, the publication of exemplar materials and regular feedback meetings.
- The creation of an Avery Hill web site to further enhance communication links and facilitate the sharing of good practise.

All that lies within these pages is aimed at empowering teachers to develop learning/teaching and assessment strategies to improve individual student performance and raise standards generally.

2 THE NEW SPECIFICATION

2.1 THE SPECIFICATION – WHAT IS IT LIKE?

The new specification, for first examination in 2003, remains firmly rooted in the philosophy and aims of the original Avery Hill Project, as outlined in the Introduction to this *Teachers' Guide* above. Those familiar with this approach will recognise the fact that *Key Ideas*, *Key Questions* and examples of *Illustrative Content* have been retained as ways of presenting the content of the specification. This content aims to achieve a *balance* between physical, human and environmental Geography. In particular, the emphasis is on the extent to which the physical environment influences, or is influenced by, the actions of people. This has been at the heart of the Avery Hill approach since its inception nearly 30 years ago.

The specification is divided into four units each occupying about 30 hours teaching time. Two are predominantly physical units and two have a human focus. They are:

Unit 1: Climate, the Environment and People.

Unit 2: Water, Landforms and People.

Unit 3: People and Place.

Unit 4: People, Work and Development.

The main features of the four units and the recommended *teaching times* can be summarised as follows:

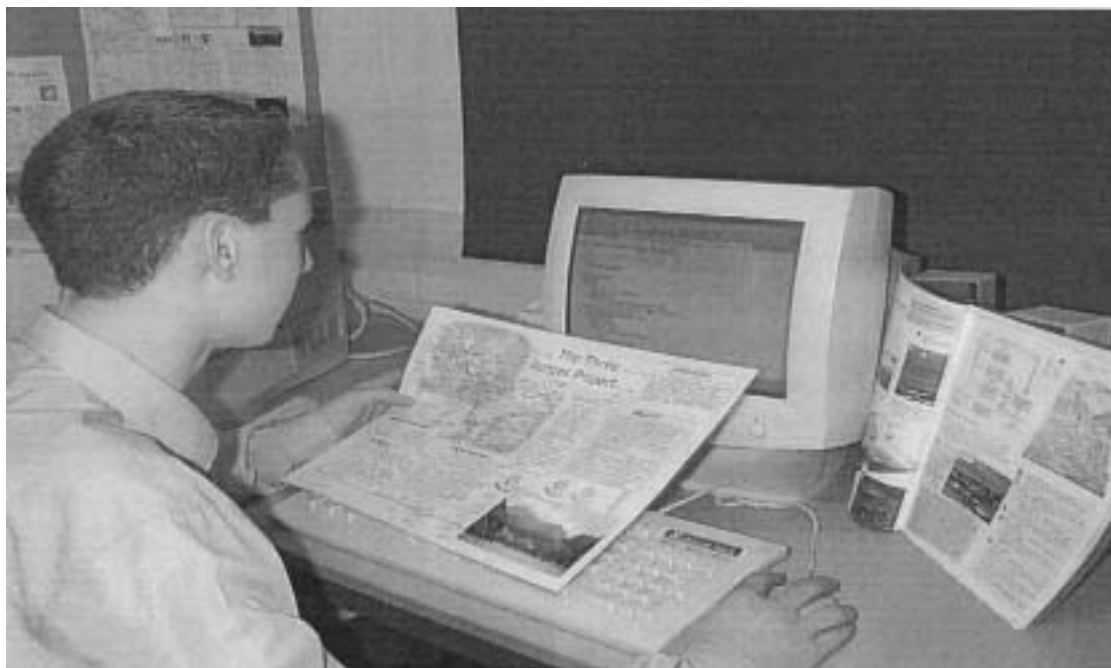
Climate, the Environment and People Weather and Climate 12 hrs Ecosystems 12 hrs An International Issue 6 hrs	People and Place Inequalities in Urban Areas 8 hrs Changing the Urban Environment 8 hrs Urban/Rural links 14 hrs
Water, Landforms and People The Hydrosphere 15 hrs Rivers and Coasts 15 hrs	People, Work and Development Employment Structures 6 hrs Development, Trade/Aid 10 hrs Economic Activity 8 hrs Economic Activity/Environment 6 hrs

Figure 8

All the units emphasise the *balance* between physical, environmental and human Geography and the *inter-relationships* that exist between places, processes and people. (How people affect or are affected by the operation of natural processes is a recurring theme). However, of equal importance is the influence of social, economic, historical and political considerations on geographical issues.

The areal contexts for studies must include the United Kingdom (or Wales for candidates in Wales), the European Union, other more economically developed countries (MEDCs) and less economically developed countries (LEDCs).

Topicality and *relevance* have always been important features of the Avery Hill philosophy and this new specification continues this principle. For example, it is seen as an ideal vehicle to incorporate opportunities to develop *Key Skills*. They can be defined as essential skills or competences which are required to demonstrate an effective understanding of relevant concepts, and ideas. They include Communication, Application of Number and Information Technology. Although GCSE is a pre-16 qualification, opportunities to acquire and express the *Key Skills* through Geography B (Avery Hill) will allow smoother transfer to post-16 courses. Coursework, in particular, allows a range of Information and Communication Technology (ICT) skills to be demonstrated in the collection, analysis and presentation of data. ICT should be used to enhance geographical knowledge and understanding. Candidates and Centres are encouraged to go beyond using ICT for word-processing and graph drawing. Possible activities include the interrogation of databases and the speeding of calculations using spreadsheet applications. ICT itself now has to be assessed in coursework and, indirectly, in appropriate parts of the Terminal Examination.



Using ICT to assist learning in Geography - and Geography of ICT skills

This specification also offers a range of opportunities for candidates to develop knowledge, skills and understanding relating to the theme of *citizenship*, now an integral part of the National Curriculum for Key Stage 4, with its own clearly defined programme of study. These opportunities are particularly evident in the emphasis upon *inter-dependence* at a range of scales and the delicate interrelationship between people and their environment.

Clearly, the concepts of *sustainability* and *stewardship* are central to this theme as explored, for example, in a study of the exploitation of tropical rainforest ecosystems.



Individual learning in Geography

2.1.1 Assessment Arrangements

The assessment arrangements for GCSE Geography B (Avery Hill) revolve around:

- two pieces of coursework, worth a total of 25% of the marks;
- tiered terminal examination papers worth 75% of the marks.

The coursework package comprises a *Study*, worth 15%, and a *Cross-Unit Task* worth 10%. The Study is based on *Key Ideas* from at least one specification unit and takes the form of a piece of extended investigative writing. This should be set up to test a hypothesis and occupy about eight hours of teaching and associated homework time. The Study must include the provision of a *fieldwork activity* and allow for the collection, analysis and use of *primary data*.

The *Cross-Unit Task* is based on key questions from at least **one** physical Geography unit and **one** human Geography unit. Its design should allow candidates to demonstrate an understanding of physical-human interactions. This is a shorter piece of work consuming approximately four hours of teaching and associated homework time and its design brief allows assessment techniques such as oral presentations, newspaper reports or pamphlets/leaflets to be used.

Teachers are provided with mark schemes for both pieces of work and will be given guidance in the design, delivery and assessment of coursework by a Consultative Moderator who will be assigned to a particular Centre, and to whom the coursework package must be sent for approval prior to use.

There will be a new challenge for teachers and Moderators in assessing the *Cross-Unit Task* as two different mark schemes are provided for its use. This is to allow Centres the opportunity to present this item for *written* assessment or for *oral* assessment. It is therefore essential that approval is obtained from the appropriate Consultative Moderator, with whom all aspects of its design and suitability have been discussed.



Planning for Coursework

The two pairs of tiered terminal examination papers are very different in their design and concept. Paper 1 (Foundation) and Paper 2 (Higher) are data-response papers assessing *Key Ideas* from **three** of the units from the specification. Each paper is one and a half hours long. The questions on each paper have an incline of difficulty culminating in the assessment of compulsory *case study* material drawn from a range of areal contexts.

Paper 3 (Foundation) and Paper 4 (Higher) are problem-solving exercises, each centred on a single geographical issue. The issue will be drawn from the one nominated unit *not* assessed by either Paper 1 or Paper 2. A single overarching question will provide coherence to the entire paper which is presented as a structured question with no element of choice. Each paper is one and a half hours long.

The examination components can be expressed as follows:

Component Number	Component Name	% weighting	Duration
1 (Foundation)	Paper 1	45	One and a half hours
2 (Higher)	Paper 2	45	One and a half hours
3 (Foundation)	Paper 3	30	One and a half hours
4 (Higher)	Paper 4	30	One and a half hours
5 (All)	Coursework	25	Study: approx. 8 hours CUT: approx. 4 hours

Figure 9

Each written component, i.e. coursework and both sets of tiered papers, will have a proportion of marks allocated for the *Quality of Written Communication*. This replaces Spelling, Punctuation and Grammar in the assessment of GCSE Geography. It is fundamentally different from SPaG in that it is an *integral* part of the assessment of Geography and not an assessment criterion that is *bolted on* and applied after the Geography has been assessed.

2.2 WHAT IS THE ASSESSMENT?

The *assessment model* adopted for the Geography B (Avery Hill) examination is relatively simple. It consists of **three** components, each of which is trying to assess distinct aspects of the course, using appropriate strategies. The three components and what they are assessing are illustrated in the table below:

Assessment Component*	What is being assessed?
Paper 1 (Foundation) or Paper 2 (Higher). Each paper is worth 45% of the total marks. Candidates have to answer one question from two in each section, three questions in all.	The content is from three of the units from the specification. The papers are assessing largely knowledge, understanding and application, and to a lesser extent, skills. A distinctive feature of this component is the compulsory assessment of <i>case studies</i> . Assessment is by structured questions with an incline of difficulty.
Paper 3 (Foundation) or Paper 4 (Higher). Each paper is worth 30% of the total marks. All parts of these papers are compulsory.	This component assesses one of the units only - and in a different way from that adopted in Papers 1 and 2. Papers 3 and 4 are essentially <i>problem solving</i> exercises centred on a geographical <i>issue</i> . The issue is stated in Part A of the papers, developed in Part B and a resolution attempted in Part C; all within the context of the nominated unit. The papers are assessing knowledge, understanding and application, but with a greatest emphasis on skills. As with Papers 1 and 2, assessment is by structured questions, but here they are <i>in the form of one large, overarching question</i> .
Coursework (worth 25%): The Study (15%): Cross-Unit Task (10%):	Coursework is dominated by skills assessment, although knowledge, understanding and application are also assessed. Coursework also assesses the skills of <i>geographical enquiry</i> . This is a piece of <i>investigative writing</i> centred upon a hypothesis based upon one or more units, with data largely derived from fieldwork and primary sources. This is a <i>research assignment, problem-solving exercise or decision-making activity</i> derived from at least one physical and one human unit.

*Note that the Specimen Questions, derived from the 1999 Question Papers, have been *adapted* to the one and a half hours time requirement for the new specification.

Figure 10

Figure 10 highlights a number of important features of Geography B (Avery Hill) assessment:

- taken as a total package, the three components allow us to build up a *profile* of a candidate in which strengths as well as weaknesses are revealed;
- each of the strategies and techniques of assessment used comply with the principle of *fitness for purpose*. That is, they are the most appropriate to the given situation. For example, the best way to assess locational knowledge is by analysis and drawing of maps: these feature prominently in all four papers. In contrast, it is only really possible to assess the skills implicit in carrying out a geographical investigation or enquiry in coursework.

2.2.1 What is each Component like? How do we accommodate the challenge of examining such a wide Ability Range?

It is important to start with the second question first - that is, how does Geography B (Avery Hill) try to give all candidates, irrespective of their ability, the opportunity to *give of their best*? The answer is that, generally, we have little say in the matter because the GCSE Geography criteria require all Geography specifications to adopt a two tier external examination structure comprising a Foundation Tier, targeting grades G-C and a Higher Tier targeting grades D-A*.

This requirement determines the broad pattern of the two sets of papers, which is summarised in the table below.

Papers	Features
Papers 1 and 3 (Foundation Tier)	<ul style="list-style-type: none"> • Questions written using relatively simple geographical terminology. • Clear, simple question structure. • Answers written in question-answer books. • Low incline of sub-question difficulty. • Supportive question structure.
Papers 2 and 4 (Higher Tier)	<ul style="list-style-type: none"> • More demanding but still accessible question presentation. • Candidates have to <i>initiate</i> more than simply respond to, e.g. <i>draw</i> a map rather than merely <i>add to it</i>. • In Paper 2 answers are written in script book - so candidates have to construct their own response agenda.

Figure 11

This pattern of *differentiated* tiered papers has one very important feature which forces teachers to make a critical *entry policy decision* - grades C and D can be obtained on both tiers. The important question for the teacher to answer is: ‘On which tier will individual candidates be better able to show their abilities?’ Ultimately, it does not matter which route is taken by a candidate to achieve a grade C - it is achieving the grade C that is important.

Papers 1 and 2

- Both these papers last one and a half hours.
- Each is worth 45% of the total marks. However, each is marked out of 90.
- Each paper consists of **six** questions, each with an incline of difficulty.
- There are **two** questions on each of the **three** sections being examined in these papers; candidates have to answer **one** question from each section.
- The last part of each question requires candidates to answer questions based on a *case study* in which they must respond to a task or question using an example they select from their studies, e.g. an example of primary activity. (Please see the section on *Case Studies* in this Guide.)

In both papers, the questions take the candidate along a geographical journey through a central theme which is derived from one or more *Key Ideas* from a unit. As the *journey* progresses so the sub-questions become more demanding - this is *the incline of difficulty*. A typical question in each paper takes the following form:

Foundation Tier (Paper 1)	Higher Tier (Paper 2)
<p>(a) Data or resource, e.g. map, diagram, photo. Simple responses, e.g. filling box, sentence completion. About 4/5 marks. (Knowledge, Skills)</p> <p>(b) Extension of data from (a). Answers requiring diagram completion, short answers. About 8/9 marks. (Knowledge, Understanding, Skills)</p> <p>(c) Development of ideas, often based on new data. Short answers/paragraphs. About 4/5 marks. (Skills, Application)</p> <p>(d) Usually the introduction of a related but new topic. About 7/8 marks. (Skills, Understanding, Application)</p> <p>(e) Case study. Extended prose. 5 marks. (Knowledge, Understanding, Application)</p> <p style="text-align: right;">(30)</p>	<p>(a) Same or <i>developed</i> data as Paper 1. Description and explanation, in sentences/paragraphs. About 8 marks. (Knowledge, Skills, Understanding)</p> <p>(b) Developed data from Paper 1. Analysis, involving description and explanation. Extended writing. About 5/6 marks. (Skills, Understanding, Application)</p> <p>(c) Development of ideas, often based on new data. Answers require analysis and interpretation. Paragraphs/extended writing. About 7/8 marks. (Skills, Understanding, Application)</p> <p>(d) Case study. Extended writing. 8 marks. (Knowledge, Understanding, Application)</p> <p style="text-align: right;">(30)</p>

Figure 12

The similarities and differences between the two papers are shown in the example taken from the Specimen Papers for 2003, based on revised 1999 Papers:

Foundation Tier (Paper 1)	Higher Tier (Paper 2)
<p>(d) Study the map below. It shows the route of the low pressure system as it passed over the USA.</p>	<p>(c) Look at the map below. It shows the route of the depression between 12th and 14th March 1993.</p>
<p>Source: based on continuous satellite images (N.A.S.A.)</p>	<p>Source: based on continuous satellite images (N.A.S.A.)</p>
<p>(i) Describe the route taken by the low pressure system between 12th and 14th March.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>[3]</p> <p>(ii) Suggest how the low pressure system shown on the map could have affected the lives of people.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>[5]</p> <p>(e) CASE STUDY: The effect of a type of climate on the lives of people.</p> <p>For a named place you have studied, describe its climate and explain how it has affected or affects the lives of people.</p> <p>(i) Type of climate _____</p> <p>Name of the place you have studied _____</p> <p>(ii) Describe the type of climate.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(iii) Explain how this type of climate affects or has affected the lives of people.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>[5]</p> <p style="text-align: right;">Total mark 30</p>	<p>(i) Describe the route of the centre of the depression between 12th and 14th March. [1]</p> <p>(ii) Use evidence from the map to describe how the pressure at the centre of the depression changed between 12th and 14th March. [2]</p> <p>(iii) Explain how the extreme weather events labelled on the map could have affected people and environments. [5]</p> <p>(d) CASE STUDY: A type of climate and its effects on people and the environment.</p> <p>(i) Name and locate a type of climate you have studied.</p> <p>(ii) Describe the main features of the climate type.</p> <p>(iii) Explain how it affects or has affected people and the environment. [8]</p> <p style="text-align: right;">Total mark 30</p> <p style="text-align: center;">End of Question 1</p> <p style="text-align: center;">NOTE</p> <p>Candidates write their answers to questions in this paper in script books. So, if you think a candidate will be disadvantaged by not having the benefit of a question-and-answer book do not enter them for the Higher Tier.</p>

Figure 13

Papers 3 and 4

- Both papers last one and a half hours.
- Each is worth 30% of the total marks. However, each is marked out of 60.
- These are problem solving papers based upon an issue derived from one of the four units. *All* the questions or tasks are compulsory.
- Each paper consists of three parts, each with a number of questions linked through a common theme. For example, the Specimen Papers 3 and 4 are based upon the following theme and structure used in the 1999 papers:

Urban areas in different parts of the world face challenges in planning for the people that live there. In this exercise you must plan for the redevelopment of an inner city area of Sydney, a city in an MEDC (More Economically Developed Country).			
		Marks	
		P3	P4
Part A	Patterns and processes in different cities	20	16
Part B	Pymont, an inner city area of Sydney	24	24
Part C	Plans for Pymont	16	20

Figure 14

Figure 14 above suggests that the main difference between the two papers is in the allocation of marks between the three parts. A word of warning, though - in reality there is more to it than this. As in the case of Papers 1 and 2, there are significant differences in the wording and structure of the questions which appear on the Foundation and Higher Tier Papers - reflecting the need to allow *differentiation* between candidates.

Papers 3 and 4 attempt to do **three** things as assessment instruments:

- assess the *content* of the nominated unit - but, largely in a different way from that employed in Papers 1 and 2. There is a greater use of data and stimulus-response questions with knowledge and understanding often being assessed indirectly, through skill usage, analysis, and application. Of major importance is the fact that there is no *direct* testing of case studies, i.e. there is no *Case Study* task at the end of a part or of the whole paper. Nevertheless, candidates can *apply* their knowledge and understanding of case studies in answering appropriate questions. In many respects, content in Papers 3 and 4 is treated in much the same way as it is in coursework. That is, knowledge and understanding (content) are used to resolve a problem or address an issue. An example of the approach to content assessment is given in the table over:

Foundation (Paper 3)	Higher (Paper 4)
<p>(Showing growth and decline in MEDC cities)</p> <p>(i) Complete the paragraph below using information from the diagram.</p> <p><i>After 1800 people moved into cities to get jobs in _____. Cities continued to grow after 1900, but people began to move out of the _____. After 1960 some factories closed down and levels of _____ rose. Some people moved out of cities to live in the countryside. This is called _____</i></p> <p>_____ [2]</p> <p>(ii) Give one reason to explain why people have moved out of inner city areas.</p> <p>_____</p> <p>_____</p> <p>_____ [2]</p> <p>(iii) Describe two problems caused by people moving out of inner city areas.</p> <p>Problem 1:</p> <p>_____</p> <p>_____</p> <p>_____ [2]</p> <p>Problem 2:</p> <p>_____</p> <p>_____</p> <p>_____ [2]</p> <p style="text-align: center;">End of Part A</p>	<p>(Showing growth and decline in MEDC cities)</p> <p>(i) What is the difference between <i>urbanisation</i> and <i>counter-urbanisation</i>?</p> <p>_____</p> <p>_____</p> <p>_____ [1]</p> <p>(ii) Explain one reason for rise in unemployment levels in inner cities after 1960.</p> <p>_____</p> <p>_____</p> <p>_____ [2]</p> <p>(iii) Explain one reason (other than unemployment) why so many people have moved out of inner city areas.</p> <p>_____</p> <p>_____</p> <p>_____ [2]</p> <p>(iv) Describe and explain two problems caused by people moving out of inner city areas.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ [4]</p> <p style="text-align: center;">End of Part A</p>

Figure 15

- within the constraints of an external test, assess the candidate's ability to *carry through a geographical enquiry*, in which s/he draws upon knowledge, understanding and skills to solve a problem. In the case of the Specimen Papers 3 and 4, to address the problems facing Pyrmont, an inner city area of Sydney, undergoing change.
- assess the candidate's ability to *synthesise* knowledge, understanding and skills and *apply* them to resolving a problem.

These **three** aims which underpin Papers 3 and 4 give them a distinctive quality and appearance. For example, they are dominated by the use of a wide range and variety of resources, very similar in appearance to the candidates' class notes or folders. In structure, they are very like a lesson plan. Clearly, the candidates need to be taught to be aware of the requirements of responding to this type of assessment successfully. Central to this requirement is the introductory statement at the beginning of the papers:

Bangladesh is a low lying country made up of the flood plains and delta of the Ganges and Brahmaputra rivers. Flooding occurs each year and affects large areas of the country. In some years, however, the flooding is severe and causes many problems for the Bangladeshi people. In 1998 a flood lasted 65 days and destroyed crops, houses, roads and railways and left many people dead.

In this exercise you are asked to investigate the possible causes of flooding, examine the effects and suggest some plans to help people living in flood risk areas.

This exercise is in **three** parts:

	Marks
Part A The characteristics of the area and possible causes of the flooding	16
Part B The effects of flooding on the people and the environment	24
Part C Your plans to help people living in the flood risk areas	20
Total	60

2.2.2 A Note on Levels of Response Marking

The *case study* part questions on Papers 1 and 2, and at least the last question in Part C on Papers 3 and 4, are marked using a *level of response* marking scheme. Teachers should be aware of the nature of this approach to marking and, ideally, should share them with their candidates. Through this approach they will become aware of the criteria they have to meet in answering questions.

Papers 1 and 2

General guidance:

- The overall quality of the geographical response is judged rather than the ability to make continuous points. Most questions will require candidates to *describe* and *explain*. However, the levels are applied to the whole response and not to two separate answers.
- The higher levels and marks can be accessed by knowledge and understanding of greater accuracy and specificity, for example, the specific knowledge that *200 part time jobs created for women with reference to the types of jobs created* rather than describing that *'jobs have been created for women'*. Another example could refer to understanding the advantage of *increased access for deliveries by locating a shopping centre next to Junction 21 of the M1 Motorway* rather than just giving a reason as being *'next to a motorway'*.
- If a candidate chooses to use as their case study any material directly from the examination paper resources, marks will only be credited for knowledge and understanding that could not have been taken directly from the examination paper.
- It is possible to gain all the marks by drawing fully annotated sketch maps and/or diagrams for any case study. This has always been an option to candidates. However, where a case study question requires a compulsory sketch map and/or diagram, candidates will not be awarded the highest level if there is no sketch map or it is inappropriate. Sketch maps presented alone need to contain some explanatory annotation to get beyond level 1; descriptive labels alone do not meet the explanation criteria.
- To ensure coverage of specification breadth it is sometimes necessary to include an *exclusion clause* in the question, e.g. *...from an MEDC, ...outside the UK*, or to specify a choice where another response is not wanted, e.g. *a weather event (i.e. not climate), or secondary industry (i.e. not primary or tertiary)*. In order to ensure the reward of good understanding of relevant *Key Ideas* and *Key Questions*, candidates may still be awarded up to a maximum of half-marks on each case study where the choice is inappropriate but related. This also applies if a relevant case study is discussed but not clearly named or identified when requested.
- A wholly inappropriate case study would receive no marks, e.g. the Aswan Dam as an *urban planning scheme*.

Papers 3 and 4

The principles followed in Papers 3 and 4 are illustrated in the example taken from Paper 4. They may differ slightly in numbers of levels and marks from Paper 3 but the policy regarding application is the same.

Expected answers		Mark
<p>Level 1: A purely descriptive response, with details presented on the map and/or detailed in the letter; or a plan that only presents simple reasons that might be applicable to <i>any town</i> or inner city area. Unspecific reasoning/simple justification. Information is communicated by brief statements.</p> <p>e.g. 'I decided to build a casino because it will bring employment to local people. The school will be good because children need an education. People need better health care so everyone will be happy with the new hospital.'</p>	1-3	
<p>Level 2: Justification is detailed and extended. Reasons are specific and detailed locationally, socially or economically. The different land uses are developed on the map to meet the needs of specific groups of people (e.g. local or elsewhere, young or old). The plan might address a specific problem or issue that has been raised in Part A or B. Communication may be verbose or illogical. A limited number of specialist terms are used. There is some accuracy in spelling, punctuation and grammar.</p> <p>e.g. 'unemployment has been quite high in Pymont, and many workers are unskilled or semi skilled, so I decided to....' - 'I developed the park in the NE of Pymont because it is next to...' - 'for the older people I have because...' - 'I have put bus stops on the map, because I want to improve local transport for people who want to get to work in the CBD, they are near to where people live.'</p>	4-7	
<p>Level 3: As with level 2, locationally specific reasons are presented. This, however, is an integrated plan because it caters for the different needs of different people and is able to justify the plan in these terms. The written style has a suitable structure. There is a range of specialist terms. Spelling, punctuation and grammar have considerable accuracy. The answer might address the key problems of:</p> <ul style="list-style-type: none"> - infrastructure - services - open space - jobs - housing provision <p>The highest level might use case study examples to justify the developments, or it might consider the <i>long term</i> sustainability or impact of the plans. It might prioritise appropriately- by doing one of the following:</p> <ul style="list-style-type: none"> • comparing the different social, economic and environmental needs of the area; • weighing up the varying needs of different groups of people; • developing different schemes in order of priority. <p>The answer weighs up options, or explains why one solution is preferable. e.g. 'Although I agree with the Residents Association representative, I think that the area will only be improved by attracting new people to Pymont, because ...' - 'My main priority was to improve the infrastructure in Pymont, because...' - 'In the short term, the developments might cost a lot of money, but...'</p>	8-10	10
<p>The levels on the Foundation and Higher Tier papers address the inclusion of assessment of the Quality of Written Communication.</p>		(30)

Coursework

The coursework package comprises two components:

- The *Study* - a piece of extended, investigative writing which is couched in terms of a hypothesis. It provides an opportunity to study in depth a particular aspect of one or more of the teaching units.
Fieldwork must be seen as an integral part of much of the work done within the teaching units. The specification seeks to ensure that through the coursework package all candidates are given the opportunity to be credited for the demonstration of their fieldwork skills. *Accordingly, at least the Study must be derived from fieldwork and involve the collection of primary data.*
- The *Cross-Unit Task* - based around a research assignment, a problem solving exercise or a decision-making exercise. It should arise from the study of more than one unit, taken from the physical and human Geography units.

Both items of coursework are marked using the printed level of response marking schemes. They are used by the application of a *best fit* approach to a candidate's work. Accordingly, there should be no *half marks*.

For coursework, *Quality of Written Communication* is assessed under *Skills*.

Quality of Written Communication

All assessments that involve the use of continuous or extended prose writing must include opportunities for the assessment of *Quality of Written Communication*. In Geography B (Avery Hill) the opportunities are signposted within each Assessment Objective and thus within all questions of the examination papers. Answers that require an element of explanation are usually marked by a levels of response mark scheme, and these have *Quality of Written Communication* incorporated in their descriptors. This, together with knowledge and correct use of technical terms in other answers, results in a substantial proportion of marks awarded being concerned with quality of written communication. In addition, a similar proportion of the marks awarded to the *Skills* criterion of the Study component of the coursework and in the *Cross-Unit Tasks* presented in writing, are for *Quality of Written Communication*.

Examples of the assessment criteria for *Quality of Written Communication* for Papers 1 and 2 and for the Study are given over.

Papers 1 and 2
(Appear in the *case study* part of each question.)

Paper 1:

- Level 1: 1-2 Gives simple description or explanation. Appropriate choice of case study applied reasonably well. Information is communicated by brief statements.
- Level 2: 3-4 Gives descriptive points with some explanation. Appropriate choice of study applied well. Communication may be verbose or illogical. A limited number of specialist terms used. There is some accuracy in spelling, punctuation and grammar.
- Level 3: 5 Provides a balanced account which includes specific description and explanation. Appropriate choice of case study applied very well. The written style has a suitable structure. There is a range of specialist terms. Spelling, punctuation and grammar have considerable accuracy.

Paper 2:

- Level 1: 1-2 Provides simple description only. Information is communicated by brief statements.
- Level 2: 3-4 Provides an account in which description is accompanied by some explanation. Choice of case study applied reasonably well. Communication may be rambling and illogical. Limited use of specialist terms. Greater accuracy in spelling, punctuation and grammar.
- Level 3: 5-6 Names an appropriate example. Provides a balanced account with accurate descriptive points and detailed explanation. Appropriate choice of case study applied well. Communication logical and clear. A range of specialist terms used. Some accuracy in spelling, punctuation and grammar.
- Level 4: 7-8 Names an appropriate example. Provides a balanced account which includes specific detailed description and specific detailed explanation. Appropriate choice of case study applied very well. The written style has a suitable structure. There is a range of specialist terms. Spelling, punctuation and grammar have considerable accuracy.

The Study
(Appears in the *skills* part of the mark scheme.)

4:	10-12	The candidate collects fully detailed... An evaluation of the candidate's own performance is demonstrated. The information is appropriate to the task, audience and length. They use a suitable, logical and well-linked structure. The text is legible, meaningful and candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions. They use a wide range of specialised geographical terms adeptly and with precision.
3:	7-9	The candidate competently collects primary data ...effective linkage of text and illustrations. This information is largely appropriate to task and length. The written style is appropriate to the audience. The text is meaningful and candidates spell, punctuate and use the rules of grammar with considerable accuracy. They use a wide range of specialised geographical terms with precision.
2:	4-6	The candidate collects some primary ... Illustrations are inserted at appropriate points in the text. Relevant information is presented with regard for the task and its length. They adapt their written style to the audience and use a suitable structure. The text is legible and candidates spell, punctuate and use the rules of grammar with considerable accuracy, they use a range of specialist terms.
1:	1-3	The candidate is able to ... text. Information is presented and outcomes by brief statements with little logical progression or linkage in the investigation. There is little regard for the audience. Candidates spell, punctuate and use the rules of grammar with some accuracy and incorporate as limited range of specialist terms.

2.2.3 Assessment Activity

An increasingly important part of preparing candidates for GCSE is sharing with them -

- the objectives underlying the subject and examination;
- the nature and structure of the papers and their questions;
- the mark schemes, especially the different demands of *point-credit* mark schemes and those using a *level of response* approach.

Activities

With your candidates, as a class and in groups:

- 1 Use the information in Figure 12 as an instrument to work out the demands of, and possible answers to, any pair of *Specimen Questions* for Papers 1 and 2.
- 2 Write a *model answer* for a question, share it with your candidates, then get them to mark it using the published mark scheme. Then, ask the candidates to produce their own answers. Encourage the candidates to discuss the strengths and weaknesses of various types of answers.

3 DELIVERING THE SPECIFICATION

3.1 STYLES OF TEACHING FOR EXAMINATIONS AND COURSEWORK

It is helpful to consider the various styles of teaching which lead to the assessment of candidates from the outset of the course by introducing them to methods of recording information concisely and revision techniques. This can be incorporated into the Schemes of Work.

At the end of each topic within a unit it is useful for the candidates to record key points and key facts for case studies. There are a variety of methods of recording concise information for case studies that can act as a prompt at the time of revision. The *Key Fact Card*, as outlined in *The Case Study in Avery Hill Geography: Learning and Teaching Strategies* is a particularly helpful method. The information can be recorded on postcards or slightly larger index cards and can be stored in a shoebox, for example. An example of a *Key Fact Card* can be seen in the *Case Study document*.

Candidates do need considerable guidance in the early stages, but become more confident in producing their own *Key Fact Cards* as the course progresses.

These systems of recording encourage candidates to build up a bank of information during the course which can be referred to and used during preparation for end of year exams, *mock* exams, and in the final revision period. An assortment of techniques can be introduced throughout the course, which will allow candidates to choose the method/s that prove to be the most useful and suitable for their own particular style of learning.

For other examples - e.g. Mind Maps, Annotating a Diagram Approach - see *The Case Study in Avery Hill Geography: Learning and Teaching Strategies*.

Equally, the setting of tests at the end of topics and units of work can be an opportunity to introduce candidates to a range of revision techniques, examples of which are listed over. Again these examples are taken from *Learning and Teaching Strategies*.

Preferred Style/Need	Revision Strategies which may work best...
Oral style	Listening to/making tapes of each case study Playing quiz games
Visual style	Mind maps Using Highlighter pens Annotated diagrams <i>Post-it</i> flagging
Abstract ideas	Comparing similarities and differences between case studies Looking for patterns e.g. <i>Odd One Out</i>
Creative style	Designing quiz games Drawing out mind maps
ICT	Case study summaries on the computer, network or school intranet Commercially available revision CD ROMs TV revision e.g. BBC's GCSE <i>Bitesize</i>
Structure	Revision Case Study Cards Concept Pinboard Mind map Writing frames
Practical activities	Concept Pinboard Mind map Quiz games
Groupwork/Collaboration style	Group marking exercises using a <i>levels of response</i> mark scheme Paired revision – revise case studies to teach to someone else Paired completion of the Concept Pinboard, taking it in turns to talk it through and listen Designing and playing quiz games
Independent style	<i>Post-it</i> flagging ICT including CD ROMs which test you

Figure 16

3.2 REVISION TIME

Revision Time is a time for support, encouragement and praise for all candidates, from the over-anxious conscientious one worried about achieving a high grade, to the one who suddenly recognises how little work has been completed.

3.2.1 Make Revision Active

Involve and negotiate with candidates at this crucial revision time:

- Discuss:
- 1 Revision timetables, the frequency and length of each revision session allocated to Geography.
 - 2 The order for revising units - remember which unit will be examined in Papers 3 and 4.
 - 3 Building into the revision timetable periods of alternative activities.
 - 4 The various revision techniques and which ones best suit the individual style of learning.
 - 5 The importance of relaxation.

3.2.2 How to make Classroom Revision Interesting, Motivating and Active

Consider a variety of strategies that encourage candidates to be actively involved. Some suggestions:

Games *Odd One Out* - to reinforce the vocabulary of the topic, e.g. River Basins and Flooding, from *Thinking Through Geography*, by David Leat.
Concept Pinboard - see pages 8 and 31.

Develop the ideas in the BBC *Bite Size* TV programmes and books. Devise worksheets to extend the suggested tasks to use as a class activity. Complete the task in the programme breaks.

For **case studies**, list studies taken from past paper examples. Ask for examples and list of the main points. This helps candidates to think of the case studies they have examined and to identify the main factors involved in each. This could then be taken further to produce a written answer.

Practising past paper questions - to test knowledge and understanding and to reinforce the time factor. Each student can be given a copy of one question from a past paper. A time can then be allocated to complete each separate section of that question. Candidates can be stopped at the end of each time allocation and the answers can be discussed and consolidated using OHT projected onto the board.

Whatever strategies are used revision should be *interesting* and *engaging*.



The Word Wall as an effective means of delivering key terminology

ICT enhances the geographical experience



Concept Pinboard

A good way to help candidates to practise the vocabulary and literacy skills needed to pull together a good case study response is the case study pinboard. There is a practicality that encourages active involvement in using mapping pins and wool or string on a pinboard or display board. These can be displayed in the classroom or corridor as a revision aid for others. The pinboard can be disassembled and reassembled on different topics.

Source	tidal waves	fertile silt	satellite tracking	interceptor channels
concrete embankments	soil erosion	wealthy	Himalayas	poor landless
crop production	tributaries	70% floodplain	prevention	rainwash and rainsplash
Bay of Bengal	flood action plan	barrage	nutrients	delta
Killas	Monsoon	barsha bonna	deforestation	deposits

Figure 17

Differentiation: Higher attaining candidates can be encouraged to devise their own pinboards based on e.g. 20 or 25 terms they have to find from their notes on a topic. In a sense, by defining the terms, they are having to make the harder decisions about the relative importance of aspects of their work and they are completing a staged approach to deeper learning.

Reminder for pupils of key principles:

- Key fact cards help draw out the important points and reduce the volume of what has to be memorised to the *bare coathooks* as prompts.
- They are a psychological boost if you feel overwhelmed by large amounts of information.
- Going through the process of selecting/refining can help you understand connections better.
- You can colour code cards for each module/topic.
- Doing them yourself is better than buying ready made cards which may not be up to date or related exactly to your specification content.
- Creating them can help pinpoint gaps.

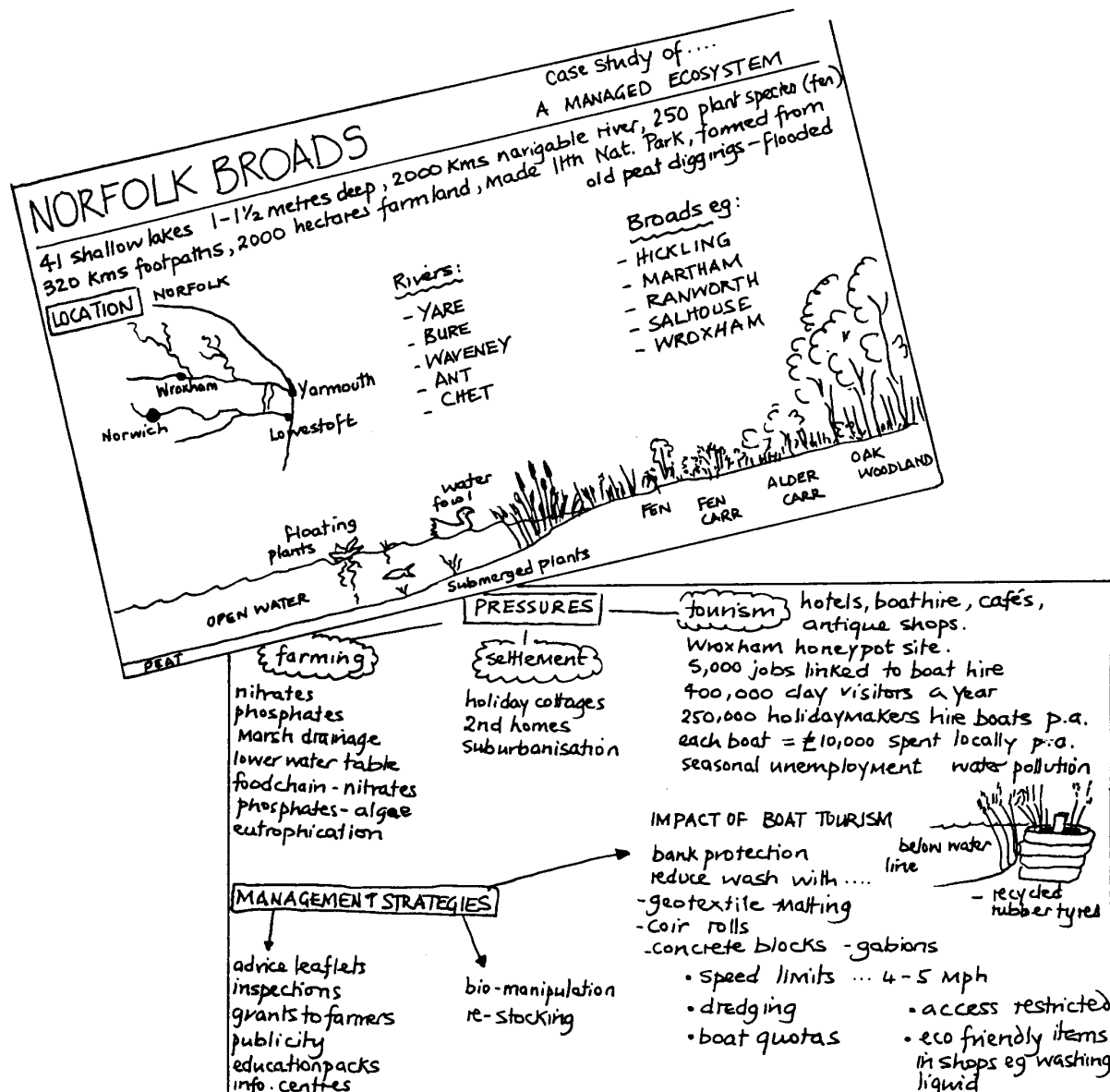


Figure 18: The Principles

4 ORAL ASSESSMENT

4.1 CROSS-UNIT TASK

The number of Centres choosing to offer their candidates the oral route to assessment has increased in recent years. Teachers in these Centres have decided that it offers an alternative to more traditional strategies in their attempts to encourage the candidates to fully demonstrate their geographical abilities.

Although many Centres still operate the oral as the only means of presentation of the *Cross-Unit Task*, there has been an increasing awareness that this is not the vehicle by which all will excel. Consequently, in these Centres, the oral is offered as an alternative to a written form of assessment such as the newspaper front page. The choice as to which route to take is discussed at one of the progress meetings held within the Centre between teacher and student.

Why not consider an oral task instead of the usual variety of written assessments?

4.1.1 If I choose an Oral Task, what do I need to know?

- 1 Remember, like other *Cross-Unit Tasks* it must arise from more than one unit.
- 2 It should be a synthesis of both physical and human Geography units.
- 3 The task should be place-specific.
- 4 It should consume approximately four hours teaching time in addition to the assessment time itself.
- 5 Importantly, candidates should have a choice - some will still prefer to do the task in a written format. Provision must be made for this and appropriate guidelines given.

4.1.2 What do I need to do?

Once a decision has been made to use an oral task the following questions have to be asked:

- 1 What criteria should I use for the design of the oral?
- 2 What criteria should I use for the assessment of student achievement?
- 3 How will differentiation be achieved?
- 4 How will this assessment contribute to the candidates' overall positive attainment in Geography?

4.1.3 What Guidelines are there to help me to manage this Type of Assessment?

- 1 The clearly defined marking scheme in the specification must be used. It allows all candidates to access all the levels.
- 2 The task on which the oral is based should be clearly and unambiguously defined.
- 3 Candidates should have equal access to basic data on which the oral is based.
- 4 It may be necessary to provide a variety of resources and materials and at a variety of reading levels to ensure that candidates can demonstrate their knowledge and understanding.
- 5 Assessment should not consist of a pre-rehearsed, pre-learnt speech, though the use of a prompt card and modest visual aids should be encouraged to allow the pupil to demonstrate knowledge and understanding of an issue or topic.
- 6 Clearly defined marking criteria are provided to assess the learning outcomes.



Candidates use oral skills in fieldwork

4.1.4 When undertaking an Oral Assessment for the First Time:

- 1 It is essential to seek further guidance from your Consultative Moderator.
- 2 The WJEC needs to be informed six weeks before the assessment date so a representative of the examination board can be present.
- 3 The Centre's Examinations Officer should be informed.

An oral is not without some potential challenges but these need to be set against the potential advantages.

Potential challenges	Potential advantages
<ol style="list-style-type: none">1 How will the oral be integrated and managed in relation to classroom learning and assessment?2 How will candidates have equal access to, and empathy with, different tasks which enable them to demonstrate positive achievement3 Which elements of the units of study offer the most appropriate opportunities for oral work and which could then lead to the assessment of candidate learning?4 How reliable will this form of assessment be compared to other types of assessment?	<ol style="list-style-type: none">1 Talk is what most of us do easily and frequently, and it can reveal knowledge and understanding of the topic being assessed.2 An oral assessment provides an opportunity for candidates whose skills in reading and writing are weak to demonstrate their knowledge and understanding through an alternative medium to that of written coursework.3 An oral allows such candidates the opportunity to demonstrate they have a clear grasp of the subject and can thus be rewarded because they can talk about the issues of the topic, showing both knowledge and understanding, without the burden of writing.4 It allows candidates, who find constructing a coherent argument in the written form difficult, the opportunity to demonstrate their understanding of complex issues through conversation.5 An oral assessment allows some candidates to gain positive achievement, and allows them to be assessed, in ways other methods cannot.6 It differentiates effectively and in a different way from other forms of assessment.7 It is an appropriate form of assessment for those who have difficulty with the written word.

4.1.5 Initial Presentation of the Oral Assessment

Candidates need to be informed well in advance, e.g. at the beginning of the unit with which the oral is most naturally associated. This gives them a chance to consider whether they would prefer this form of assessment or for it to be written. You will need to:

- 1** Inform candidates of the title of the assessment.
- 2** Make it clear they will need to prepare and present an illustrated talk based around the title. The talk will need to last for a maximum of three minutes.
- 3** Let them know that the talk is not to be scripted, but can be supported with a prompt card of up to ten key words or phrases highlighting the main points to be referred to in the talk.
- 4** Highlight the importance of the use of illustrations such as maps and graphs. Marks are allocated for demonstrating this skill.
- 5** Remind candidates that the end of the talk will be followed by about three questions, selected from a bank, and these will allow them to expand points or to clarify where there appeared to be a little confusion.
- 6** Reiterate the needs of the presentation and research. There will be four one-hour lessons (plus homework) to research the topic and prepare the illustrations for the talk. Candidates should be encouraged to take a limited number of illustrations to support the talk.

4.1.6 Organisation for the Assessment

- 1** Inform candidates well in advance of the date, the time and the venue of the assessment. Negotiate candidates out of lesson ten minutes before appointment times.
- 2** Remind the candidates to bring with them a limited number of illustrations to support the talk. These will aid memory and contribute to skills marks. They may also help to quell the nerves of the anxious!
- 3** Book a quiet, well-lit room which allows for some flexibility in whether the pupil sits, has a chair on the same level as the assessors, has a flip chart, pinboard, OHT screen, table for notes or artefacts etc. A tape recorder must be set up in advance and be as unobtrusive as possible, (a directional microphone makes the recording clearer for the subsequent Coursework Moderation stage). Teachers should ensure that the room is quiet and the layout supports rather than intimidates candidates in completion of the task.
- 4** Questions should be taken from a common bank of about five or six questions. There ought to be a balance including: one which favours open ended responses, one which encourages the candidates to develop an idea further, one which expects an opinion backed up by evidence, one which might consider future trends/planning. Such questions should be selected target areas not fully developed through the talk.
- 5** In setting up appointments, build in a 15 minute catch up/moderation gap every five or six candidates. This allows the assessors a breather for checking back, or catching up, if

appointments have slipped. These gaps may be built around breaks in lesson when corridors become noisy.

- 6 The tape of the assessments must be comprehensively labelled with the candidates' names in order of taping. A running order with the tape counter is helpful. Highlighter pen on the cover should mark out those candidates in the taped sample that feature in the final sample for moderation. *A video recording is a very successful way to record assessments. As with audio taping, the use of a camcorder should not be intrusive or intimidating.*
- 7 In setting up the taping sample, teachers must consider gender balance and ability across the range of candidates as there must be one third overlap with the moderated sample you send off to the coursework Moderator by March of Year 11. Although not specifically required, in the interests of equality, it is recommended that the work of all candidates is taped.

Candidates should be given a guide sheet with a student-friendly mark scheme, key questions, rules about the prompt card and the number and style of illustrations.

4.1.7 Other Helpful Points to consider for a Positive and Successful Oral Assessment:

- 1 **Icebreaker at the start** - preference for a routine conversation at the start, e.g. checking resources, prompt card, reminders etc. Candidates prefer it when teachers say something like 'start when you feel ready, we'll be making notes of things you are saying so don't be put off, have you got everything you need... ?'
- 2 **A degree of candidate control** is valuable, e.g. a choice whether to sit or stand, hold resources etc.
- 3 **Teacher/Assessor body language** - the consensus is that good but sensitive eye contact is best, along with the occasional nod of acknowledgement. Candidates do not like to feel eyes *boring* into them, or for people to look bored, or react visibly to errors.
- 4 **No interruptions** - the teacher/assessor should not interrupt the flow of the student's presentation, unless the student *dries up* and needs a question to prompt them back on track again. Pointing out mistakes will cause candidates to dwell and affect subsequent performance. Asking questions along the way can be very distracting and they are best kept until the end.
- 5 **Teachers making notes** - it is possibly better to use a system in which one teacher maintains eye contact whilst the other makes notes. This way candidates do not have to face two heads bent writing notes.
- 6 **Questioning** should not be aggressive like 'so what then... ?' or suggesting candidates' views are wrong. Candidates like the idea of a rationale behind the bank of questions (see previous point 4 in *Organisation for the Assessment*).

It is important that candidates have an opportunity to practise oral skills before the assessment. This could be in small groups or as a solo presentation. They should have the opportunity to familiarise themselves with the techniques and equipment.

Much of this guidance is drawn from the work undertaken by Angela Webster who used feedback from pupils involved in oral assessment workshops at the Avery Hill Annual National Conference in September 1998.

5 AVERY HILL AND THE WIDER WORLD

5.1 AVERY HILL GEOGRAPHY AND THE WIDER WORLD

GCSE Geography now requires candidates to learn more than *Geography* during their course. The subject has become both a context for and a vehicle in the delivery of a range of general curriculum strategies. This is nothing new for Avery Hill: Part 1 of this *Guide* has highlighted the ways in which we have attempted to provide a teaching-learning programme that is relevant and extends the student's view and perception of the world beyond narrow subject confines. What is now new is that a number of these *issues* have had to be included in the teaching programme *and* assessed. This part of the *Handbook* provides guidance on four of these wider strategies:

- Exploring and assessing values and attitudes.
- Using ICT.
- Assessing *Quality of Written Communication*.
- Using the *Key Skills*.

5.2 EXPLORING VALUES AND ATTITUDES

5.2.1 Values and Attitudes in the Specification

The area of values and attitudes has been a fundamental part of the Avery Hill philosophy and approach to teaching learning and assessment. The specification (p5) states:

using appropriate geographical knowledge, encourage and enable candidates to appreciate the significance of people's values and attitudes on their perception of the world and their action within it. Also, to make a contribution to the development of values and attitudes conducive to the elimination of inequalities, including those determined by race and racism, gender and sexism.

It also emphasises the role of values and attitudes in contributing to the Spiritual, Moral, Ethical and Cultural Dimension, Citizenship, the European Dimension, Environmental and Health Education, and for candidates in Wales, facilitating the delivery of the Curriculum Cymreig.

5.2.2 What are the Implications for Teaching?

The specification is clear that Avery Hill teachers should use strategies that give candidates the opportunity to explore their own values and attitudes and become aware of the values and attitude of others with respect to a range of issues.

5.2.3 How can Values and Attitudes be included in a Scheme of Work?

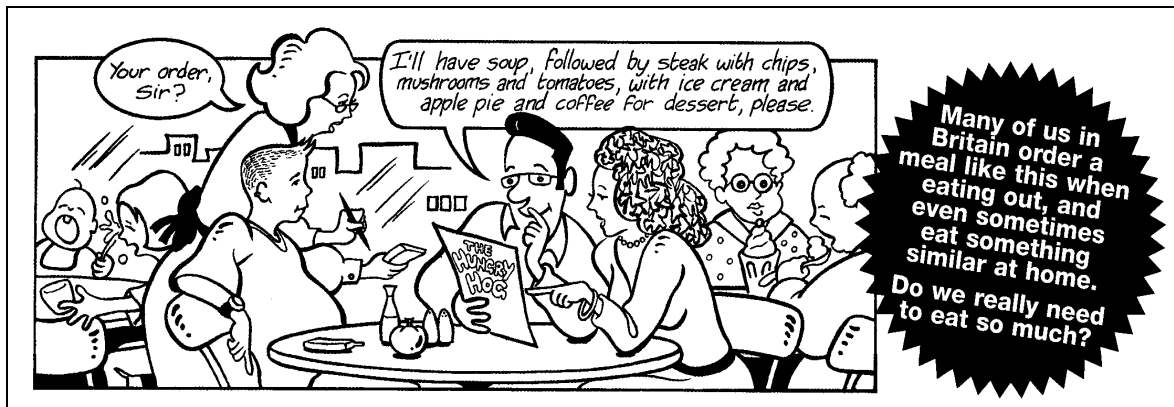
Schemes of work need to be devised in such a way as to incorporate, as an integral part, a number of aspects relating to values.

Learning and teaching within any course of study should promote:

- feelings of personal worth about self and others;
- values which reject racist and sexist views;
- equality of opportunity with respect of gender, race and disability;
- positive attitudes towards disability.

Candidates should be provided with the opportunity to explore their own values and become aware of the values and attitudes of others with respect to a range of issues. For example:

- conservation and change of the physical and human environments;
- decisions about the management of the physical and human environment;
- spatial and social inequalities;
- the contrasting opportunities and constraints facing people living in different places under different physical and human conditions.



A starting point?

5.2.4 Approaches to Values Education

An example of how candidates might be encouraged to identify and explore the reasons for particular attitudes and the underlying values.

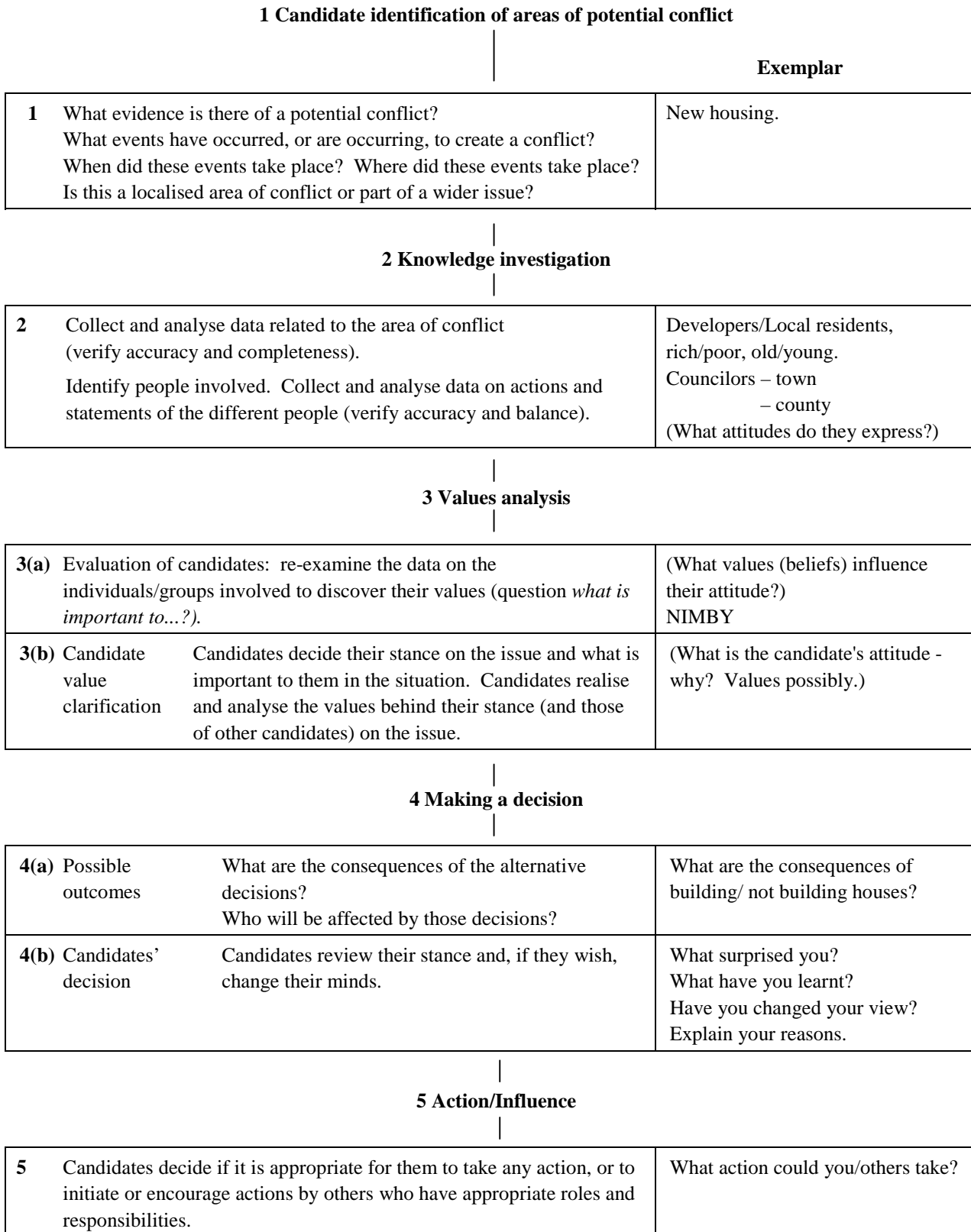


Figure 19

5.2.5 Assessing Values and Attitudes

- **How can values and attitudes be assessed?**
Not all aims are readily translated into assessment objectives; thus there is a difference between the aims of the specification and its assessment objectives.
- **Where are values and attitudes best assessed?**
Clearly coursework is the most appropriate place for assessment of values and attitudes, especially the *Cross-Unit Task*.

The mark scheme for the *Cross-Unit Task* incorporates criteria that lend themselves ideally to the demonstration of understanding of the *candidate's own values and the values and attitudes of others*. In these mark schemes, the *Application* section of the *Cross-Unit Task* are as follows:

5.2.6 Cross Unit Task

Application		
2	3-4	The candidates are able to apply a clear knowledge and understanding of the attitudes of different people, including themselves, to explain why they react in different ways to the issue.
1	1-2	The candidate is able to apply some basic knowledge of the attitudes of different people to show that they react in different ways to the issue.

Figure 20

It is suggested that it is easier to recognise beliefs and attitudes than to recognise the value positions that underpin these beliefs and values. Consequently, this hierarchy of difficulty should form the basis of the assessment procedure and the attainment of four marks might relate to the demonstration of an understanding of the value positions of the main protagonists within any particular issue, while a mark of one or two would be gained for the demonstration of an understanding of basic beliefs and attitudes of those concerned.

Values and attitudes, as defined in the specification, are also assessed in the *written papers*, especially in Papers 3 and 4. For example, in the Specimen Papers, candidates are:

- presented with other people's views on an issue and are asked to *evaluate* them;
- give their own *informal opinion/view* on the issue after weighing up a range of evidence;
- balance the above to present a *reasoned case* as to what should be done.

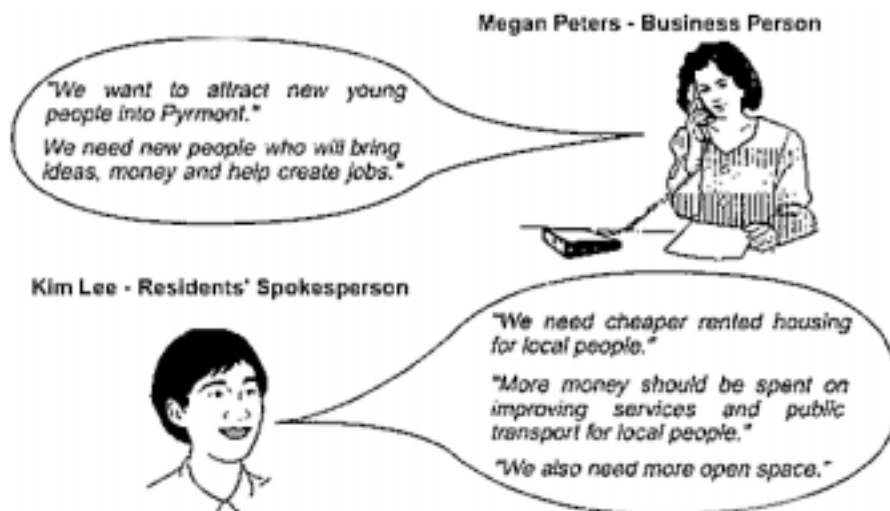
The example that follows is taken from Foundation Tier, Paper 3:

- (a) People have different views about what should happen to all the development sites in the area. Read what they say:

- (i) How is the property developer going to attract more tourists and visitors?



- (ii) Give one difference between the views of Kim Lee and Megan Peters.



- (b) Map 4 on Resource Sheet B shows the proposed plans for developing the site of the sugar refinery.

- (i) Explain **one** way in which this plan might benefit people living in Pymont.
- (ii) Give **one** reason why people living near the site might not like the scheme.

5.2.7 Values and Attitudes - Teaching and Assessing

A teacher would not expect practical skills or other areas of understanding to be assessed at one specific point within the specification without previous diagnostic and formative assessment. It is thus important that the candidate has the opportunity to develop his/her ability to achieve the *values and attitudes* assessment objective as specified in the specification. This has implications not only when constructing the GCSE scheme of work but also for strategies employed at Key Stage 3.

Steve Jones - Property Developer



*"I want to build new shops, entertainment and sporting facilities."
"The well designed developments I will build will attract more tourists and visitors."*

Megan Peters - Business Person

"We want to attract new young people into Pymont."

We need new people who will bring ideas, money and help create jobs."



Kim Lee - Residents' Spokesperson



"We need cheaper rented housing for local people."

"More money should be spent on improving services and public transport for local people."

"We also need more open space."

Kate Peebles - Council Officer

"We need to raise living standards for local people."

"We want housing and facilities for both rich people and poorer people."

"We want to create a good social mix."



5.3 USING INFORMATION AND COMMUNICATION TECHNOLOGY IN GEOGRAPHY

5.3.1 What are the Issues?

Research by Examiners has shown that while there is evidence of increased use of ICT by individual candidates, the range of applications involved has been limited. Many schools have not yet explored the potential of Information and Communication Technology (ICT) to improve data collection processing and presentation, enabling candidates to develop further the quality of analysis, explanation and synthesis in their coursework.

The new specification requires candidates to have opportunities to use ICT and to be assessed in it in both the written papers and for coursework. This is a further step towards what appears to be an inevitable outcome, that new technologies will become an integral part of Geography teaching and assessment.

Some geographers use new technologies extensively, but generally the use of ICT in schools is patchy. In contrast many candidates have access to ICT at home and are increasingly technology literate.

Two major problems have been:

- practical - lack of hardware, software and teacher expertise;
- a lack of clarity about purposes - is ICT being used to enhance Geography or to develop vocational technical skills?

The specification is now specific about what is required of teacher and student:

This specification provides opportunities for candidates to use ICT to gain access to additional information sources, assist in handling, presenting and analysing geographical evidence. The opportunities range from the classroom, where candidates can access electronic archives, search for and use appropriate websites for libraries, museum, government agencies, to the examination context where the Study and/or the Cross-Unit Task can be based upon, utilise and be presented through ICT.

ICT must be assessed in the Study component of coursework (opportunities will be provided in the written papers for candidates to interpret ICT generated data).

Examples of suggested development opportunities are:

ICT application/development	Internal assessment or classwork that supports evidence of achievement
<p>Find things out from a variety of sources, selecting and synthesising the information to meet needs.</p>	<p>Applicable to all units, but examples include:</p> <p>Unit 1, Key Idea 2: Class exercise on air pressure influence at a global scale provides opportunities for candidates to access electronic archives and university departments.</p> <p>Unit 2, Key Idea 6: A group work task on management issues and strategies for resolving conflicts in the extension of tourism in a <i>delicate</i> environment/landform area. This will allow candidates to access, select and synthesise information to meet their needs but also develop the ability to exchange and share information, both directly and through electronic media.</p> <p>Unit 3, Key Idea 4: A small project requiring extended prose writing and the use of images, partly done at home and partly in class, on how improvements in housing and service provision affect the pattern of inequality in urban areas. This task will allow candidates to develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy.</p> <p>Unit 4, Key Idea 8: A project on the influence of multi-national companies on employment opportunities and economic development in the local region. It will form part of a group discussion, allowing candidates to review, modify and evaluate their own work, reflecting critically on its quality and progress.</p>

Figure 21

5.3.2 How can ICT enhance Geography Teaching and Learning?

The GA/NCET (1995) guidance on using ICT to enhance Geography lists a number of ways that ICT can enrich the quality of learning in Geography, such as:

- providing access to wider or in-depth data;
- enhancing the enquiry process;
- providing the capability to look for patterns and relationships;
- saving time spent on repetitive tasks including drawing graph and maps;
- developing graphicacy skills, enabling the production of high quality reports;
- motivating candidates and encouraging increased autonomy in their learning.

5.3.3 How is ICT currently used in Geography B (Avery Hill)?

Recent research found that ICT was largely used in activities leading to coursework:

- **There is variable and often limited use of ICT in schools.** Most schools left the choice of using ICT to individual candidates. As a result, at least half of all GCSE Geography candidates did not use any form of ICT in their coursework and ICT was often only used by a minority of pupils within a Centre, usually the more able.
- **Access to computers was limited in most schools.** Many schools found it difficult to timetable access to school-based computers for all candidates so it was left to individuals to either use computers at home or in their own time. Most teachers suggested there was a high correlation between access to computers at home and their use in coursework. Many schools highlighted the difficulty of keeping up to date with ICT developments, in particular replacing both hardware and software.
- **The range of ICT skills employed were limited and often relatively low level.** The main uses of ICT in coursework were for word-processing, graphics and graph drawing. However, some candidates used desktop publishing, databases and spreadsheets. The use of ICT appeared to improve presentation but there were some drawbacks. Some candidates appeared to be unaware of the possibility of using a spell or grammar checker.

5.3.4 What is the Way Forward?

The specification provides opportunities for candidates to use ICT to gain access to additional information sources, assist in handling, presenting and analysing geographical evidence. Opportunities can be classroom based but it is expected that the Study and/or the *Cross-Unit Task* can be based upon, utilise and be presented through ICT.

When planning for the use of ICT the fundamental question to ask is: *How does the use of ICT enhance the quality of the Geography?*

It is expected that ICT will form an important part of enquiries. A common format for enquiries is:

- **Collecting information:** collect primary and/or secondary data (either individually or collectively).
- **Analysing information:**
 - process data/information into a visual form (create, edit, manipulate and use appropriate maps diagrams and graphs);
 - analyse, extract and synthesise relevant information;
 - evaluate and draw conclusions.
- **Presenting results:** produce a report of findings.

All of these processes can be supported by the use of ICT and a framework for planning is outlined in Figure 22 over. This diagram indicates where the use of ICT might enhance the quality of the Geography done by candidates. Teachers should critically evaluate where ICT is best used within their own Centre and plan how to enable candidates to go beyond the relatively low level ICT skills currently used.

Collecting information	Analysing information	Presenting results
<p>Primary sources:</p> <ul style="list-style-type: none"> • Manual: data collection and entry, e.g. with lap/palmtops in the field. Use of digital cameras. • Automatic: datalogging e.g. weather stations. <p>Secondary sources:</p> <ul style="list-style-type: none"> • Databases: Use CD rom, Internet and commercial databanks to obtain maps, statistics, remote images and up to date geographical information. • Interactive: Use Internet (e-mail and web links) to obtain data from people/organisations elsewhere. 	<p>Handling data:</p> <ul style="list-style-type: none"> • School-produced databases: <ul style="list-style-type: none"> ▪ ask questions; ▪ look for relationships. • Spreadsheets: <ul style="list-style-type: none"> ▪ make calculations; ▪ model changes; ▪ draw graphs from data. <p>Analysing patterns:</p> <ul style="list-style-type: none"> • Use GIS packages to look for spatial patterns and relationships. • Use simulations and modelling software to: <ul style="list-style-type: none"> ▪ investigate and develop geographical ideas; ▪ predict and solve problems; ▪ help make decisions. 	<p>Presenting data:</p> <ul style="list-style-type: none"> • Use word-processing to present results as: <ul style="list-style-type: none"> ▪ text; ▪ tables; ▪ graphs; ▪ maps; ▪ illustrations. • Use desktop publishing to further improve quality of presentation. • Use presentation packages such as <i>Powerpoint</i> to present results in an oral or group situation • Use multi-media authoring to display information on a web page.

Figure 22: Possible ICT support for a geographical enquiry

5.3.5 What are the Issues for Assessment?

There are five issues for assessment that teachers need to consider when considering the use of ICT in coursework:

- **Quality:** The ICT used should support and enhance the quality of the Geography produced by the candidate.
- **Equity:** This is one of the most important issues given that not all candidates have access to computers at home. Teachers need to ensure that all candidates have equality of opportunity to show positive achievement on all tasks.
- **Assessment:** ICT must contribute to the assessment and not detract from it. It should only be used if the ICT enhances a candidate's geographical experience. In other words the principle of *fitness for purpose* should guide the teacher.
- **Criteria:** Teachers should start from the published assessment criteria for coursework when considering whether and how to use ICT.
- **Plagiarism:** Even more care will need to be exercised by teachers to ensure that the work handed in by candidates is their own and has not been plagiarised from other sources.

The assessment model for ICT in Geography B (Avery Hill) is therefore as summarised in Figure 23 below:

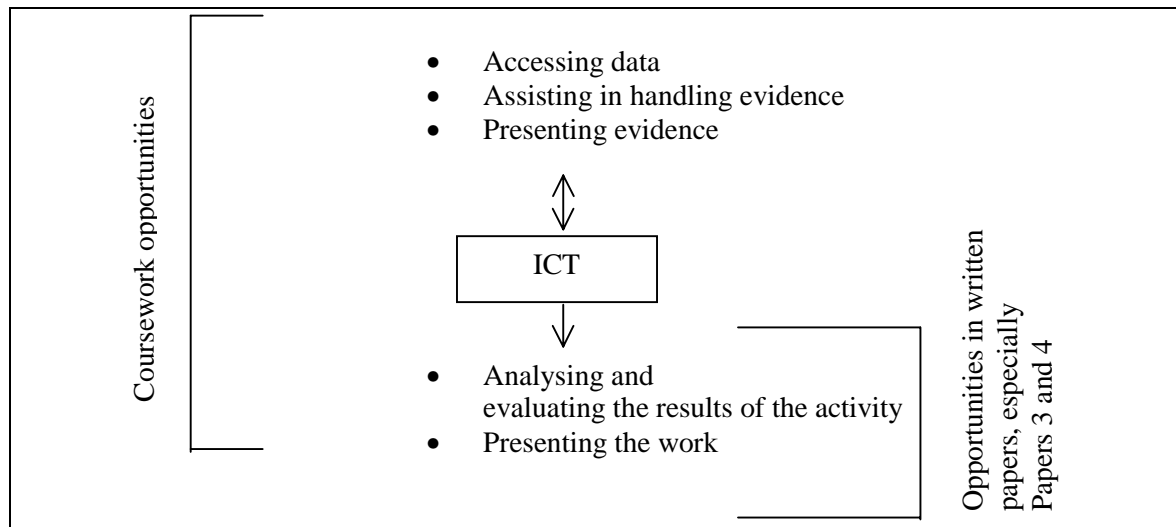


Figure 23

5.3.6 Conclusions - Possible Ways Forward

The ICT revolution in GCSE Geography coursework has been slow in finding its way into schools. Funding and expertise problems have meant that the use of ICT for coursework is patchy, in most schools being restricted to candidates who have access to personal computers at home.

The challenge for Geography teachers therefore is:

- to ensure that all candidates have access to appropriate Information and Communication Technology;
- to find ways to use the power of ICT as and when appropriate - in all phases of the coursework. The use of ICT should meet the criteria of *fitness for purpose*. This means finding ways of organising the use of ICT for data collection and data analysis, not merely to improve presentation;
- to ensure that it is the quality of Geography that is assessed not candidates' ability to use ICT to improve presentation.

5.4 ASSESSING QUALITY OF WRITTEN COMMUNICATION

SPaG (spelling, punctuation and grammar) has now been replaced by *Quality of Written Communication*. The main difference between the two approaches to the national assessment of written communication is that, whereas SPaG was applied to *all* the coursework or a *whole* paper at the end of marking, *Quality of Written Communication* is *integral* to each coursework component (except an Oral *Cross-Unit Task*) and each question which involves extended writing in Papers 1 and 2, and in Papers 3 and 4. However, as with SpaG, the mark value remains relatively low (about 5%).

5.4.1 Coursework

Quality of Written Communication will be assessed through, and as part of, the *Skills Assessment Objective of the Study* and any *Cross-Unit Task* presented in writing. The assessment criteria for a written *Cross-Unit Task* are:

Skills		
3	7-8	The candidate uses the selected and processed material to illustrate and <i>communicate competently the full nature of the issue being investigated.</i>
2	4-6	The candidate selects, processes and <i>communicates in a variety of material that is entirely relevant to the issue.</i>
1	1-3	The candidate selects, presents and <i>communicates some material that is relevant to the issue.</i>

Figure 24

It is important that candidates are made aware, through illustrative materials, of the meanings of the relevant criteria at each level.

5.4.2 Written Papers

The mark schemes include the assessment of *Quality of Written Communication* which is inherent in each answer. The marks can be achieved through annotated diagrams, text and use of technical language which thus form a substantial proportion of the marks to be awarded throughout each paper. *Quality of Written Communication* is, however, explicitly mentioned in the level descriptors for each answer, thereby providing a distinct contribution to the marks given. The contribution of the *Quality of Written Communication* to the mark achieved is dependent upon:

- presentation of relevant information in a form that suits its purpose;
- legible text and accurate spelling, punctuation and grammar so that meaning is clear;
- use of suitable structure and style of writing.

Examples of what is expected in Papers 1 and 2, and Papers 3 and 4 are given below:

Paper 1 (largely used in the *case study* parts of question)

Level 1: Gives simple description or explanation. Appropriate choice of case study applied reasonably well. <i>Information is communicated by brief statements.</i>	1/2	
Level 2: Gives descriptive points with some explanation. Appropriate choice of case study applied well. <i>Communication may be verbose or illogical. A limited number of specialist terms used. There is some accuracy in spelling, punctuation and grammar.</i>	3/4	
Level 3: Provides a balanced account which includes specific description and explanation. Appropriate choice of case study applied very well. <i>The written style has a suitable structure. There is a range of specialist terms. Spelling, punctuation and grammar have considerable accuracy.</i>	5	5
		(30)

Figure 25

Paper 2 (largely used in the *case study* parts of questions)

Level 1: Provides simple description or explanation only. <i>Information is communicated by brief statements.</i>	1/2	
Level 2: Provides an account in which description is accompanied by some explanation. Choice of case study applied reasonably well. <i>Communication may be rambling or illogical. Limited use of specialist terms. Some accuracy in spelling, punctuation and grammar.</i>	3/4	
Level 3: Names an appropriate example. Provides a balanced account with accurate descriptive points and detailed explanation. Appropriate choice of case study applied. <i>Communication is logical and clear. A range of specialist terms used. Some accuracy in spelling, punctuation and grammar.</i>	5/6	
Level 4: Names an appropriate example. Provides a balanced account which includes specific detailed description and specific detailed explanation. Appropriate choice of case study applied very well. <i>The written style has a suitable structure. There is a range of specialist terms. Spelling, punctuation and grammar have considerable accuracy.</i>	7/8	8 (30)

Figure 26

Paper 3 (largely used in Part C of the paper)

The map and letter should be marked together. The map only serves to hint at what is to come and shows the candidate's planning. It carries no marks by itself unless there is no letter written.

Three levels are to be used. Evidence of realistic planning with regard to the information contained in the exercise is looked for and the candidates' ability to explain/justify what they have done.

Level 1: Descriptive response. <i>Information is communicated by brief statements.</i> (Annotate on scripts with D. 1-3 marks)
Level 2: Descriptive response but with simple reasoning.. <i>Communication may be verbose or illogical. A limited number of specialist terms used. There is some accuracy in spelling, punctuation and grammar.</i> (Annotate on scripts with S. 4-5 marks)
Level 3: Descriptive response with elaborate reasoning. <i>The written style has a suitable structure. There is a range of specialist terms. Spelling, punctuation and grammar have considerable accuracy.</i> (Annotate on scripts with an E. 7 marks)

Figure 27

Paper 4 (largely used in Part C of the paper)

<p>Level 1: A purely descriptive response, with details presented on the map and/or detailed in the letter or a plan that only presents simple reasons that might be applicable to <i>any town</i> or inner city area. Unspecific reasoning/simple justification. <i>Information is communicated by brief statements.</i></p> <p>e.g. <i>'I decided to build a casino because it will bring employment to local people. The school will be good because children need an education. People need better health care so everyone will be happy with the new hospital.'</i></p>	1-3	
<p>Level 2: Justification is detailed and extended. Reasons are specific and detailed locationally, socially or economically. The different land uses are developed on the map to meet the needs of specific groups of people (e.g. local or elsewhere, young or old). The plan might address a specific problem or issue that has been raised in Part A or B. <i>Communication may be verbose or illogical. A limited number of specialist terms are used. There is some accuracy in spelling, punctuation and grammar.</i></p> <p>e.g. <i>'Unemployment has been quite high in Pymont and many workers are unskilled or semi skilled, so I decided to...'</i> <i>'I developed the park in the NE of Pymont because it is next to...'</i> <i>'for the older people I have ... because ...'</i> <i>'I have put bus stops on the map because I want to improve local transport for people who want to get to work in the CBD, they are near to where people live'</i></p>		
<p>Level 3: As with level 2, locationally specific reasons are presented. However, this is an integrated plan because it caters for the different needs of different people and is able to justify the plan in these terms. <i>The written style has a suitable structure. There is a range of specialist terms. Spelling- punctuation and grammar have considerable accuracy.</i></p> <p>The answer might address the key problems of:</p> <ul style="list-style-type: none"> • infrastructure; • services; • open space; • jobs; • housing provision. <p>The highest level might use case study examples to justify the developments, or it might consider the <i>long term</i> sustainability or impact of the plans. It might prioritise appropriately by doing one of the following:</p> <ul style="list-style-type: none"> • comparing the different social, economic and environmental needs of the area; • weighing up the varying needs of different groups of people; • developing different schemes in order of priority. <p>The answer weighs up options, or explains why one solution is preferable. e.g. <i>'Although I agree with the Residents Association representative, I think that the area will only be improved by attracting new people to Pymont, because...'</i> <i>'My main priority was to improve the infrastructure in Pymont because...'</i> <i>'In the short term, the developments might cost a lot of money, but...'</i></p>		
<p>The levels on the Foundation and Higher Tier papers address the inclusion of assessment of the Quality of Written Communication.</p>	8-10	10 (30)

Figure 28

5.5 KEY SKILLS

All GCSE and GCE specifications are now *signposted*, i.e. they show where and how a subject provides opportunities for a student to acquire naturally occurring evidence that s/he has achieved competence in a Key Skill. It was seen in 5.4 above that, in general, candidates will be assessed in *Quality of Written Communication* on their ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking into account their use of grammar, punctuation and spelling. However, there is more than this. More especially, the specification will offer opportunities which may allow candidates to generate evidence of achievement in *Key Skills*. Those parts of the specification where such opportunities for *Communication*, *Application of Number* and *Information Technology* to occur are indicated in the *Overview Grid* below. In addition, candidates will have the opportunity to develop the *wider Key Skills* of *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at appropriate points throughout the specification.

Overview Grid

(✓ = opportunity for Key Skill provided otherwise grid left blank)

Key Skills Level 2	(Geography specification)							
	e.g. Content				e.g. Coursework/Written Papers			
	Unit 1	Unit 2	Unit 3	Unit 4	Study	Cross-Unit Task	P1/P2	P3/P4
C2.1a Contribute to a discussion	✓	✓	✓	✓				
C2.1b Give a short talk	✓	✓	✓	✓		*		
C2.2 Read/Summarise information	✓	✓	✓	✓	✓	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓	✓	✓	✓	✓	✓
N2.1 Interpret information	✓	✓	✓	✓	✓	✓	✓	✓
N2.2 Carry out calculations	✓	✓	✓	✓	✓	✓	✓	✓
N2.3 Interpret results of calculations	✓	✓	✓	✓	✓	✓	✓	✓
IT2.1 Search for/Select information	✓	✓	✓	✓	✓	✓	✓	✓
IT2.2 Explore/Develop information	✓	✓	✓	✓	✓	✓	✓	✓
IT2.3 Present combined information	✓	✓	✓	✓	✓	✓		
WO2.1 Plan activities	✓	✓	✓	✓	✓	✓		
WO2.2 Work towards objectives	✓	✓	✓	✓	✓	✓		
WO2.3 Exchange information on progress	✓	✓	✓	✓	✓	✓		
LP2.1 Set targets	✓	✓	✓	✓	✓	✓		
LP2.2 Use plans	✓	✓	✓	✓	✓	✓		
LP2.3 Review progress	✓	✓	✓	✓	✓	✓		
PS2.1 Identify problems and options	✓	✓	✓	✓	✓	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓	✓	✓	✓	✓	✓
PS2.3 Check and describe results	✓	✓	✓	✓	✓	✓	✓	✓

* If Oral Task

Figure 29

Note: At level 2, both the Application of Number and Information Technology must be delivered through substantial activities which have a beginning (aims), a process and a conclusion, including an evaluation.

By its very nature, Geography is a subject which requires candidates to:

- communicate by means of continuous written responses;
- use information technology;
- apply number skills.

Accordingly, opportunities will arise for the delivery of the following Key Skills and, in certain contexts, to their assessment in class, or in the build up of a portfolio, at Levels 1 and 2.

Opportunities include: class discussions and presentations, the use of graphs and diagrams along with written descriptions to present and explain topics, data collection both through practical or field work and through secondary sources such as the Internet and computerised information and retrieval systems.

The key to developing interesting and easily managed Geography programmes that also allow candidates to gain skills is an awareness of the nature of signposting. This is explained in Figure 30 below.

An example of the approach recommended in the specification is given below.

Generating the work (by the student)

The evidence of achievement in a Key Skill takes a variety of forms, e.g. classwork exercises, specific projects (especially in Application of Number), witness statements. This evidence is usually collected in a *portfolio*, accompanied by a *logbook*. An examples of *signposting* in this specification is given below:

When a student studies Key Idea 1 in Unit 2 of a subject ... *there may be opportunities for her/him to develop the following Key Skills evidence...*

The following example illustrates this:

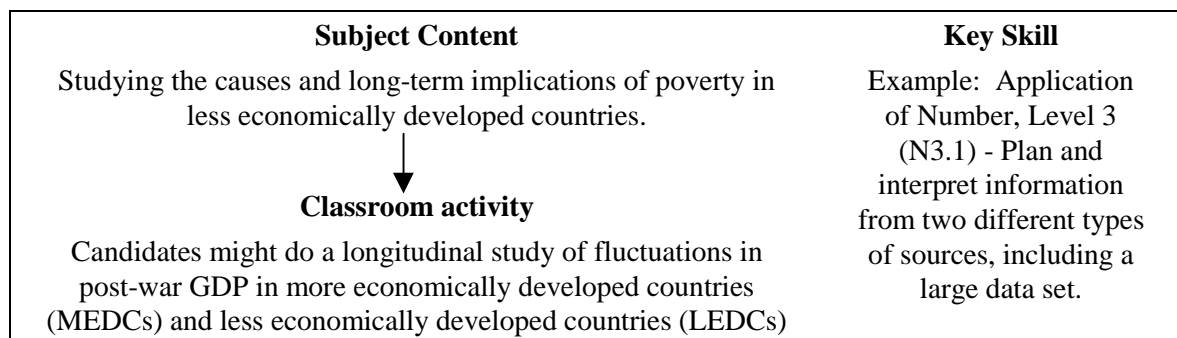


Figure 30

An example of the approach recommended in the specification is given below.

APPLICATION OF NUMBER: LEVEL 2

The student must carry through at least **one** substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3.

N2.1 INTERPRET INFORMATION			
N2.1 Candidates must:	Evidence must show that candidates can:	Example of evidence:	Suggested context:
Interpret information from two different sources, including material containing a graph.	<ul style="list-style-type: none"> Choose how to obtain the information needed to meet the purpose of the activity; Obtain the relevant information; and Select appropriate methods to get the results needed. 	<p>Interpret information A description of the substantial activity. Copies of source material, including the graph, and/or a statement from someone who has checked the accuracy of the student's measurements or observations. Records of the information obtained and the methods selected for getting the results needed.</p>	<i>Unit 1, Key Idea 1 – produce information about local weather. Obtain, record and interpret data from school or local weather station, supported by satellite photographs. Production of extended prose writing, including illustrative graphs and tables.</i>
N2.2 CARRY OUT CALCULATIONS			
N2.2 Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Carry out calculations to do with: a. amounts and sizes; b. scales and proportion; c. handling statistics; d. using formulae.	<ul style="list-style-type: none"> Carry out calculations, clearly showing methods and levels of accuracy; and Check methods to identify and correct any errors, and make sure the results make sense. 	<p>Carry out calculations Records of calculations (for a, b, c and d), showing methods used and levels of accuracy. Notes on how the student checked methods and results.</p>	<i>Unit 2, Key Idea 2 – an exercise on the sources and uses of local water supply, e.g. relationships between different uses, plotting and mapping, handling data, correlations (means, and standard deviations, Spearman Rank Order). Evidence from 'mock' tests.</i>
N2.3 INTERPRETING THE RESULTS OF CALCULATIONS			
N2.3 Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Interpret the results of calculations and present findings. The student must use at least one graph, one chart and one diagram.	<ul style="list-style-type: none"> Select effective ways to present findings; Present findings clearly and describe methods; and Explain how the results of the calculations meet the purpose of the activity. 	<p>Interpret results and present findings Descriptions of findings and methods. Notes on how the results from the calculations met the purpose of the activity. At least one graph, one chart and one diagram presenting the findings.</p>	<i>In depth exercise from Unit 3, Key Ideas 4 and 5 – improving the local urban environment. Interpretation of housing surveys, traffic counts, opinions of residents. Study or essay using graphs, charts, diagrams.</i>

Figure 31

Generating the work (by the student)

The evidence of achievement in a Key Skill takes a variety of forms, e.g. classwork exercises, specific projects (especially in Application of Number), witness statements. This evidence is usually collected in a *portfolio*, accompanied by a *logbook*. With careful planning, a *study* can be so constructed as to allow the candidate to show achievement in more than one Key Skill, e.g. Communication and Application of Number. An example of such planning is given below:

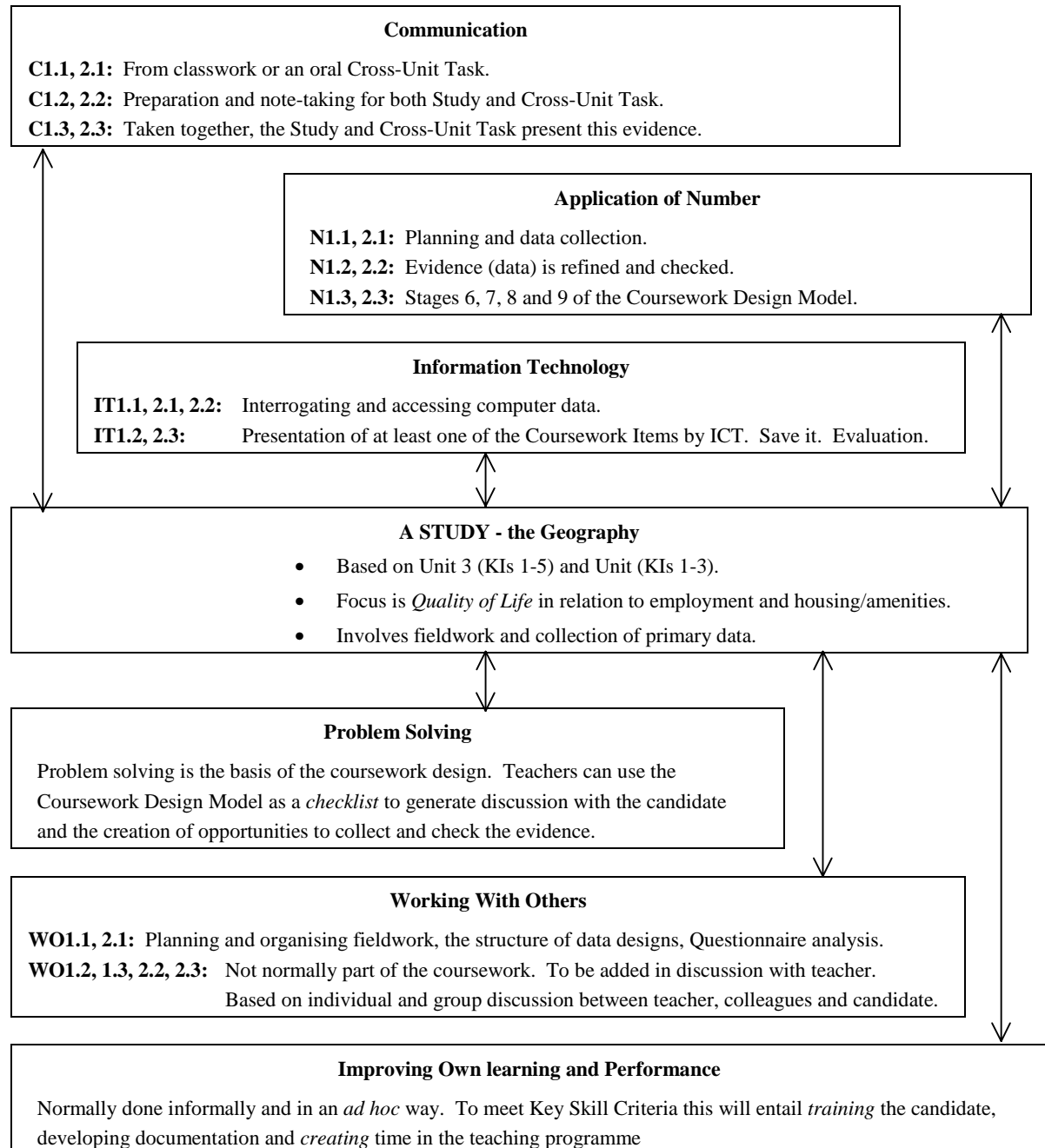


Figure 32

Deficiencies in all or part of a Key Skill at the end of this *audit* of coursework can be made up from the classwork, homework, *trial* examinations in Geography listed in the tables on previous pages. These may be replaced or complemented by examples developed by the teacher/Centre. Also by other subjects being studied.

It is acknowledged that carefully planned Geography programmes and the associated assessment regimes can generate appropriate evidence for completion of the portfolio component of the Key Skill Qualification and the unit certification of the *wider* Key Skills (all at levels 1 and 2 and, in a few instances, at level 3).