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Introductory Course
2018 Cambridge International
A Level Geography (9696)





A

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Housekeeping


- Health and safety
- Fire alarms
- Fire safety
- Start-finish, breaks
- Washrooms
- Refreshments

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Timetable



Introductory course	
09:30 - 10:00	Registration
10:00 - 11:00	Session 1 – Key skills
11:00 - 11:20	Break
11:20 - 12:30	Session 2 – Teaching and learning
12:30 - 13:30	Lunch
13:30 - 14:30	Session 3 – The assessment
14:30 - 14:50	Break
14:50 - 16:00	Session 4 – Marking practice

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About us

Cambridge International Examinations prepare school learners for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving learners a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.



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What is the Cambridge programme?

Cambridge Primary 5 to 11 years*	Cambridge Secondary 1 11 to 14 years*	Cambridge Secondary 2 14 to 16 years*	Cambridge Advanced 16 to 19 years*
Cambridge Primary Cambridge Primary Checkpoint Cambridge ICT Starters	Cambridge Secondary 1 Cambridge Secondary 1 Checkpoint Cambridge ICT Starters	Cambridge IGCSE® Cambridge O Level	Cambridge International AS & A Level Cambridge Pre-U

- A global curriculum
- 21st century skills
- International perspective

*Age ranges are for guidance only


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Resources

Up-to-date resources are available on our public website:
www.cie.org.uk

and on Teacher Support:
<http://teachers.cie.org.uk>

Ask your Teacher Support Coordinator for your login





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Aims of the introductory course

- To help you identify and plan for the development of key skills
- To familiarise you with the syllabus
- To give you the opportunity to work collaboratively with colleagues to share good practice
- To introduce you to the assessment elements of the course



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Aims of sessions 1 and 2: Key skills, Teaching and learning

In these sessions we will:

- investigate the skills and knowledge requirements of the syllabus
- share the good practice we have planned for developing learner skills
- workshop active teaching techniques
- consider how we can differentiate for, and assess, our learners.



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Geographical skills

The syllabus outlines a number of skills that learners should develop as they study the content of the AS or A Level:

- An understanding of the nature and use of different types of geographical information, both quantitative and qualitative, and understanding of their limitations.
- An ability to use and interpret a variety of geographical information in order to identify, describe and explain geographical trends and patterns.
- An ability to interpret and evaluate information and produce reasoned conclusions



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Assessment objectives - AO3 skills

These skills are developed into explicit skills as outlined in AO3:


- 3.1 interpret a variety of types of geographical data and sources and recognise their limitations
- 3.2 use geographical data to identify trends and patterns
- 3.3 use diagrams and sketch maps to illustrate geographical features
- 3.4 demonstrate skills of analysis and synthesis of geographical information
- 3.5 communicate geographical evidence, ideas and arguments.


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Activity 1

For the following excerpts from the syllabus identify the assessment objective(s) and essential skills learners are expected to develop.


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Syllabus excerpt	Assessment objective	Relationship to essential skills
Components of hydrographs (storm and annual)		
Factors affecting diurnal energy budget		
Different types of international aid		
The concept of bid rent, and functional zonation		
Distribution and climatic characteristics of humid tropical and seasonally humid tropical environments		
Longshore drift		
Trends in the consumption of fossil fuels		
Nutrient cycling: Gersmehl diagrams		
Critically evaluate some of the measures and indices of social and economic inequality		

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Syllabus reference	Assessment objective	Relationship to essential skills
Components of hydrographs (storm and annual)	3.1, 3.3, 3.3, 3.4	An understanding of the nature and use of geographical data The ability to use data to establish trends

For example ...

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Activity 2



- Is there a hierarchy of these skills and how does this influence learner activity in the classroom?
- Can you arrange them into a diamond to show which you feel are more or less challenging to help learners to develop?
- Be prepared to share how the hierarchy of these skills influences learner activity in the classroom.



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Planning your teaching

- In addition to considering the skills your learners have to develop, you also need to consider how you will deliver the content.
- There is support for lesson planning in the schemes of work.
- The following slide shows the key elements of our schemes of work (it is also on the reverse of handout 3).

 	
Examples of activities that encourage active learning	Examples of activities to avoid
Provide a graph, photo or diagram for learners to discuss and analyse together.	Copying the key questions from the board
Give learners some anagrams of key terms and then discuss definitions once rearranged.	Passive listening to the teacher
Provide a variety of sources containing information about the topic for discussion.	Copying and/or pasting notes
Ask learners to synthesise the information and justify the reasons for their choices/decisions.	Only listening to the teacher's opinion/ideas
Set up the learning as a problem-solving activity.	Answering a lot of questions from the textbook

 
<h3>Activity 4</h3> <p>Combining with a group near you, share and review each other's ideas. As well as sharing the activities you have developed, try to consider:</p> <ul style="list-style-type: none"> • what you would need to do to adapt it to your school setting. • what would work well with your learners. • What you have learned from colleagues that you could apply to your own teaching.

 
<h3>Differentiation and assessment</h3> <p>We are now going to build on the activity by considering:</p> <ul style="list-style-type: none"> • what differentiation we could provide • how we might assess learner understanding formatively and summatively.

Differentiation

- Below are some ideas taken from the Geography teacher guide about differentiating learning.
- Learners should work at a level that presents a suitable challenge.
- Choices should be offered to all learners so that they can learn at their own pace.
- Try to provide multiple approaches to learning.
- The work should be engaging at all times.
- A variety of individual and group work activities should be used over a period of time.

Assessment for Learning (AfL)

In helping you and your learners assess understanding, AfL can be used to:

- provide effective feedback to learners
- involve learners actively in their own learning
- adjust teaching to take account of the results of assessment
- show the importance assessment has for the motivation and self-esteem of learners, both of which are critical influences on learning
- demonstrate the need for learners to be able to assess themselves and understand how to improve.

AfL – formative assessment

- Formative assessment is part of the learning process. When incorporated into classroom practice, it provides the information needed to adjust ongoing teaching and learning in order to raise learner attainment.
- It includes strategies such as question and answer and self/peer assessment to provide feedback to learners.
- It is continuous and informal in nature.

Some formative assessment ideas ...

- Rate their confidence level: learners are asked to give a rating by showing a red, amber or green card (RAG).
- Question and answer by the teacher to identify what the learners have understood. Build in thinking time so learners have time to consider their response, discuss it with their partner and then feed back to the group.
- Question and answer by learners who devise their own questions for their peers and use them in a mini plenary activity such as a spotlight session.

Activity 5

Back in your original group of 3, discuss and develop ways you could differentiate the activity you have designed and assess learning.

Consider how you might:

- challenge more able learners in the group
- support learners who have poor literacy and find learning new concepts difficult
- group learners to help you differentiate
- assess the learning that has occurred.

Sessions 3 and 4: The assessment

The aims of these sessions are to:

- explain the assessment structure and question types
- explain how skills and knowledge are tested in the assessment.

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Structure of the qualification

The qualification comprises:

- two compulsory components at AS Level and
- four compulsory components at A Level, including the two from AS level.
- Assessed by examination only in the June and November examination series.

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Routes through the syllabus

There are three possible assessment approaches for Cambridge International AS and A Level:

Option one
Cambridge International AS Level
(standalone AS)

Learners take the Cambridge International AS Level only. The syllabus content for Cambridge International AS Level is half of a Cambridge International A Level programme.

Option two
Cambridge International AS Level
(remainder of A Level)

Learners take the Cambridge International AS Level in Year 1 and in Year 2 complete the Cambridge International A Level.

Option three
Cambridge International A Level

Learners take all papers of the Cambridge International A Level course in the same examination series, usually at the end of the second year of study.

Year 2
Year 1

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Number and weighting of the papers

The AS assessment comprises two separate papers: each paper is 50% of the award

- Paper 1 Core Physical Geography, 1 hour 30 minutes, 60 marks
- Paper 2 Core Human Geography, 1 hour 30 minutes, 60 marks

Paper 1 and Paper 2 will not be timetabled for the same day.

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Number and weighting of the papers

The A level is completed with two further papers. Each paper (2 AS and 2 A level) is worth 25% of the award.

- **Paper 3 Advanced Physical Geography Options** 1 hour 30 minutes, 60 marks
- **Paper 4 Advanced Human Geography Options** 1 hour 30 minutes, 60 marks

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Types and formats of the questions

Paper 1 Core Physical Geography

- Three foundational topics in physical geography:
- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering

The paper comprises two sections:

- Section A consists of three compulsory questions, each worth 10 marks. Each question will require interpretation of a geographical resource.
- Section B consists of three structured questions, one on each core topic. Candidates must answer one question, each question is worth 30 marks.

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Types and formats of the questions

Paper 2 Core Human Geography

- Three foundational topics in human geography:
- Population
- Migration
- Settlement dynamics

Note: There are strong interrelationships between the three topics, so questions spanning two or more topics may be set in both Sections A and B.

The paper comprises two sections:

- Section A consists of three compulsory questions, each worth 10 marks. Each question will require interpretation of a geographical resource.
- Section B consists of three structured questions, one on each core topic. Candidates must answer one question, each question is worth 30 marks.

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Types and formats of the questions

Paper 3 Advanced Physical Geography Options

- Two options from
 - Tropical environments
 - Coastal environments
 - Hazardous environments
 - Hot arid and semi-arid environments

Paper 4 Advanced Human Geography Options

- Two options from
 - Production, location and change
 - Environmental management
 - Global interdependence
 - Economic transition

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Note:

For Papers 3 and 4 where each option comprises two parts, **both parts have to be studied.**

For example in **Paper 3 Hazardous environments** there are two parts:

- 1) Hazards resulting from tectonic processes
- 2) Hazards resulting from atmospheric disturbances

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Example of a compulsory resource-based question from Papers 1 and 2

Section A

Answer all questions in this section. All questions carry 10 marks.

Hydrology and Fluvial geomorphology


1 Photograph A shows a meandering river.

(a) Draw a sketch map of the meander in Zone X in Photograph A. Label the main features. [4]

(b) Explain the formation of one feature you identified in (a). [3]

(c) Using Photograph A, suggest how the river might change course. [3]

Photograph A for Question 1
A meandering river



Zone X

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Example of a structured question from Papers 1 and 2

Section B

Answer **one** question from this section. All questions carry 30 marks.

Population/Migration

4 (a) (i) Describe the changes to the death rate in the demographic transition model. [3]

(ii) Suggest reasons for the changes to the death rate you described in (a)(i). [4]

(b) With the use of examples, explain the advantages and disadvantages of using the demographic transition model to predict future population changes. [8]

(c) With the aid of examples, assess the challenges for countries at Stage 5 of the demographic transition model. [15]

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Example of a compulsory resource-based question from Papers 3 and 4

1 Photograph A shows a tropical limestone (tower karst) landscape.

(a) With the aid of a labelled diagram, describe the landforms shown in Photograph A. [4]

(b) Explain the roles of rock type and rock structure in the development of the landforms you described in (a). [6]

2 'Sustainable management in tropical environments is difficult.'

For **either** the rainforest ecosystem **or** the savanna ecosystem, how far do you agree? [20]

3 For **one** tropical ecosystem, describe the nature of the vegetation and assess how far factors other than climate have influenced the nature of the vegetation. [20]

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Example essay questions

Paper 3 (learners answer one)

- Assess the relative importance of marine erosion and sub-aerial processes in shaping the landforms of rocky coastlines. [20]

Paper 4 (learners answer one)

- To what extent do the ideas of sustainability and energy security form part of the electrical energy strategy of one country that you have studied? [20]

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The Assessment Objectives

It is important to be aware of the relative weighting of the AOs across the different exam papers so you can plan for the right emphasis in your teaching.

Component	AO1: Knowledge	AO2: Understanding and application	AO3: Skills	AO4: Evaluation
Paper 1 and paper 2	30%	30%	28%	12%
Paper 3 and paper 4	20%	20%	20%	40%

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Relationship between assessment objectives and qualifications

Component	AO1: Knowledge	AO2: Understanding and application	AO3: Skills	AO4: Evaluation
AS Level	30%	30%	28%	12%
A level	25%	25%	24%	26%



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Activity 6


Look at the handouts showing the AOs from the syllabus and the example exam questions.

In small groups identify which AOs are being assessed in each question.

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<h1>Activity 6 answers</h1>		
Question Number	Question	AOs being assessed
1a	With the help of an example ...	1.1 and 3.1
1b	Suggest reasons why some land tenure systems ...	1.2, 2.1 and 2.5
2	To what extent does the success of attempts to increase ...	1.4, 2.1, 2.2, 2.4, 4.1 and 4.2
3a	Describe the variations in the contributions ...	3.1, 3.2, 1.2 and 2.3
3b	Suggest reasons for the variations you described in (a) ...	1.1, 2.3 and 2.5
4	For one named located scheme producing electricity ...	1.3, 2.1, 4.2 and 4.3
5	Assess the difficulties of managing either water quality ...	1.3, 1.4, 2.1, 2.2, 2.3, 4.1, 4.2 and 4.3
6a	Define sea floor spreading and ocean ridge ...	1.1
6b	Draw a labelled diagram showing the convergence ...	3.3, 1.2, 1.3, 1.4, 2.1 and 2.2
6c	Explain how temperature and rainfall influence ...	1.1, 1.2, 1.4, 2.1, 2.2, 2.3 and 4.1



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Activity 7

Command words are those words in a question that tell the candidate what they have to do. Candidates should appreciate that the meaning of a term must depend in part on its context.

Match the correct definition to each command word on the handout.

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Activity 7 answers				
Command word	Definition		Correct number	
Describe	1) Set out reasons, causes or purposes.		3	
	2) Apply knowledge and understanding to an unfamiliar situation where there is no single correct answer.		1	
Explain	3) State in words the key characteristics and give factual details.		4	
Give reasons	4) Provide points of explanation.		2	
Suggest	5) Form and express a judgement after examining evidence.		9	
Compare	6) Make an informed judgement, based on evidence.		6	
How far do you agree	7) Make a judgement from available evidence.		5	
To what extent	8) Present points for and against, or present different viewpoints.		7	
Evaluate	9) Describe both similarities and differences between things.		10	
Assess	Two separate descriptions do not make a comparison.			
Discuss	10) Make a judgement from available evidence.		8	

Activity 8

How might changing a command word affect the content of the answer? Discuss in small groups the difference in expectations and content for the following pairs of command words:

- Describe: State in words the key characteristics and give factual details
- Explain: Set out reasons, causes or purposes.
- Give reasons: Provide points of explanation
- Suggest reasons: Apply knowledge and understanding to an unfamiliar situation where there is no single correct answer.
- Discuss: Present points for and against, or present different viewpoints
- Evaluate: Make a judgement from available evidence

Mark schemes

Mark schemes are organised using a standard layout:

- The question
- Expectations and/or approaches to the question
- Allocation of marks and method of marking
- The maximum marks allowable if the demands of the question have not been met.

Types of marking

In Geography, two types of marking are used:

- Point marking: a tick approach bearing in mind the demands of the question
- Level marking: a level descriptor sums up the standard of response expected at each level.
 - A response might display characteristics of more than one level, for example, the generality of level 1 but the knowledge and understanding of level 2. In this case a low level 2 might be awarded.

Activity 9

- Using the four candidate responses and the mark schemes provided, work individually to give each answer a level and a score out of 20.

Question:

- To what extent has the environmental impact of energy production led to changes in energy strategies?

Activity 10


Now work in small groups. Discuss the marks you have awarded for each candidate.

- Did you award the same level?
- If not, work together to agree on a mark.


The answers

Candidate A

- This answer would be awarded a Low level 2. It reaches this level because it has just enough assessment of the key issues.
- They have made an opening statement and have been able to exemplify this.
- The German example is more clearly developed than the Brazilian one.
- Level 2 (7 marks out of 20)



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The answers

Candidate B

- This answer would only achieve a level 1. This is because the candidate has only written very simply about the approaches to strategy and their impact.
- They have undermined their performance by making simple errors, for example they have quoted gigawatts rather than megawatts and the quoted HEP percentage is too high.
- At the end of the answer the candidate simply gives a negative appraisal of the 3 Gorges project, which is not relevant to the question.
- Level 1 (5 marks out of 20)



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The answers

Candidate C

- This answer fulfils the level 2 descriptor. They have taken a broad approach
- The candidate has provided some limited supporting examples and there is only one strategy change present.
- There is a brief but poorly supported evaluation.
- Level 2 (10 marks out of 20)



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The answers

Candidate D


- This answer would be awarded a level 3 because the candidate has used specific examples.
- The supporting information is better for the UK than Namibia, but both show the differing approaches between MEDCs and LEDCs.
- They have begun to consider other factors in the conclusion. The concept of extent is summarised with a brief statement on the overall balance between renewables and non-renewables.
- Level 3 (13 marks out of 20)

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Principal examiner reports

These reports help you to identify the key issues candidates had with the examination. They can help you adjust how you teach certain elements of the content, or how you help learners prepare for the examination. They are found on the Teacher Support site.

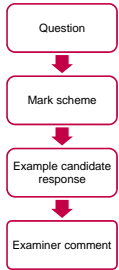


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Example Candidate Response booklet

- These booklets are produced at the end of each exam period and show how candidates perform.
- This allows you to see the sort of candidate response required to achieve certain levels.



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Core documents

Question papers, mark schemes, schemes of work and principal examiner reports


PDF copies of these can be found on: Teacher Support
<http://teachers.cie.org.uk>

(Syllabus Support CD-ROM also available in hard copy via publications list)






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Feedback

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- We value your feedback and use it to improve our products and our training.



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Reminders – Further professional development

- For more information about future courses please go to the training events calendar at www.cie.org.uk/events
- Professional Development Qualification programmes are available locally in approved Cambridge centres. Find details of these at www.cie.org.uk/pdq



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