

Teaching guide: Assessment for grades 1-3

Version 2.0



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Introduction

This guide is designed to provide teachers with strategies to use in the classroom to help engage students working at a grade 1-3 level to access the more challenging GCSE assessment.

This guide is designed to:

- Guide teachers in ways to support students in the classroom.
- Provide strategies that students can use themselves in the examination.
- Include student responses to demonstrate the level required at a grade 1-3 standard.

This guide can be used as a template to apply to teaching across the GCSE specification.

How the course is assessed

Although the content of the specification should not be over-simplified, the assessment focus can be simplified for students. To fully access the questions, students need to be aware of question structure, levels and assessment objectives to understand how they are being assessed. Using this terminology consistently when marking will support students in knowing what answers look like at various levels. Suggested annotations from AQA are as follows:

Feedback codes	
Annotation	What does it mean?
L1	Level 1: Basic (generic random statements).
L2	Level 2: Clear (accurate knowledge, some linked statements, structured, and shows understanding).
L3	Level 3: Detailed (well organised, makes links, all-parts of the question answered, accurate and thorough information).
A01	Assessment objective 1: Knowledge.
A02	Assessment objective 2: Understanding.
A03	Assessment objective 3: Application.
A04	Assessment objective 4: Skills.

However, the same understanding of the above may not be necessary for students aiming for grades 1-3. Instead the idea of basic (L1) and clear (L2) might be more useful, particularly the difference between (basic) L1 and (clear) L2 so students know how to upskill their answer.

The idea of knowledge, understanding and application might also be easier for students to use when self/peer assessing their work.

The importance of Key Stage 3

Key Stage 3 is an opportunity to familiarise students with geographical knowledge and understanding, skills and assessment technique. Using the language and codes above will familiarise students with assessment expectations from the outset. Structuring Key Stage 3 assessments in a similar style to GCSE assessments is also a way to familiarise students working at grades 1-3 with GCSE requirements. When marking extended writing at Key Stage 3, using the levels and ideas of ‘basic, clear and detailed’ may support them further at Key Stage 4.

	Level 1	Level 2	Level 3
AO1 Knowledge	Basic knowledge.	Clear knowledge.	Detailed knowledge.
AO2 Geographical understanding	Basic geographical understanding.	Clear geographical understanding.	Detailed geographical understanding.
AO3 Application of knowledge	Basic application of knowledge and understanding with simple <i>evaluative</i> statements.	Some application of knowledge and understanding with clear <i>evaluative</i> statements.	Good application of knowledge, well-reasoned and detailed <i>evaluation</i> .
<p>Note that evaluation is only one strand of AO3 (application of knowledge and understanding).</p> <p>Students may also be required to interpret information, analyse source material or make judgements.</p>			
AO4 Skills	Limited use of skills and techniques.	Clear use of skills and techniques.	Detailed use of skills and techniques.
Reflection	Basic	Clear	Detailed
	1 2 3	4 5 6	7 8 9
	What went well:	Even better if:	Examiner comment:

Throughout this guide we have made reference to activities that could be used at Key Stage 3, this should help to expose students to the type of questions and activities they will see at Key Stage 4.

Key areas for students working at grades 1-3

From analysis of a range of student responses, examiners reports and feedback from previous examinations, the following key areas have been identified as important for students working at grades 1-3 to focus on to improve performance:

- command words
- questions that require use of data and statistical techniques
- knowledge of processes
- sequencing of processes
- using figures (different types of stimulus)
- case studies/examples
- exam technique.

The remainder of this teaching guide will focus on the key areas above and give examples of strategies and responses to support students working at grades 1-3.

Command Words

A glossary of command words with example questions is provided on our website [here](#).

A mistake that students working at grades 1-3 often make is to miss the command word and therefore the main focus of the question. This then leads students to giving responses that are only partially creditable or not creditable at all. When discussing the examination papers, it is important to spend time encouraging students to read the question carefully before answering it.

Using strategies such as 'BUG' might help.

'BUG' the question:

B – Box the command word.

U – Underline key terms.

G – Glance back at the question.

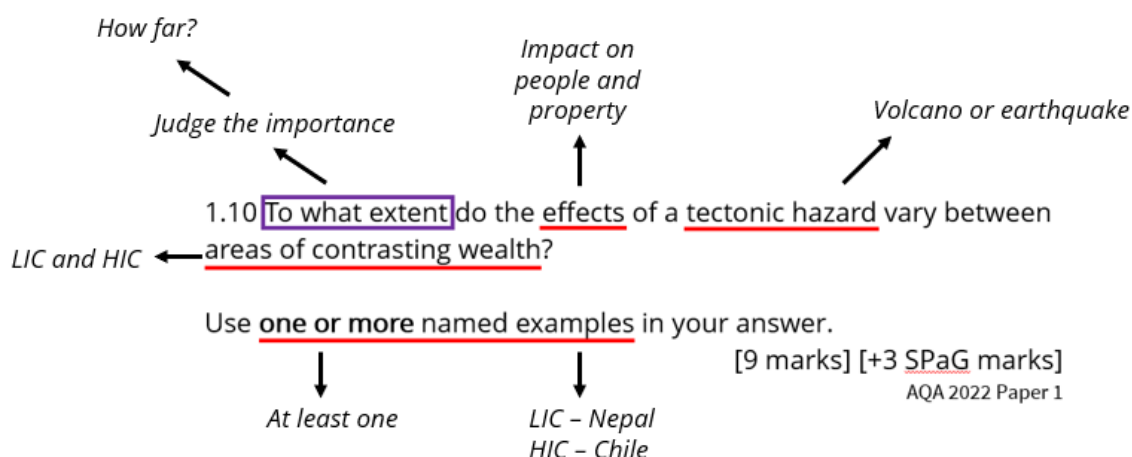
The below example is from Paper 1, 2022 taken from the challenge of natural hazards section:

1.10 To what extent do the effects of a tectonic hazard vary between areas of contrasting wealth?

Use one or more named examples in your answer.

[9 marks] [+3 SPaG marks]
AQA 2022 Paper 1

When teaching students this technique you could go on a step further and encourage them to annotate the question too. An example is below.



There is further guidance regarding command words found on the support document '[Get to grips with GCSE Geography command words](#)' on our website.

Questions that require the use of data and statistical techniques

Data response questions provide opportunities for students to be able to quantify concepts, process and places. They can also support students in making decisions and evaluating. For students working at grades 1-3 this is particularly important as these are often lower tariff questions which can occasionally support subsequent questions. Furthermore, maths-based questions make up at least 10% of the total number of marks available (at least 24 marks).

For all mathematical skills, an effective strategy to use is to model the initial working out of an answer, with students copying down the modelled example into a separate 'modelled answer' book. It could also be scaffolded using a structure strip to support those students working at grades 1-3 who are less confident with data/statistical skills. It is also important where possible to use methods practised in other areas of the curriculum (particularly maths and science). This consistency is important and will enable them to frequently practise the method/skill in question.

Using decimal places correctly

The below response taken from the June 2023 Paper 2, clearly states how many decimal places the answer should be written as. In the example below, this student only gained one mark out of the possible two because they did not provide the answer to one decimal place. Techniques such as BUG will support students to ensure they don't lose 'simple' marks for simply miswriting the answer.

0 1 . 2 Calculate the mean size of the cities shown in **Figure 1**.

Answer to **one** decimal place.

[2 marks]

Show your working

$$38.9 + 36.6 + 32.9 + 28 + 25.5 +$$

$$24.6 + 24.3 + 24.1 + 23.8 + 21.9$$

$$\div 10 = 28.06 \checkmark$$

Answer 28.06 ^X millions

Measures of central tendency

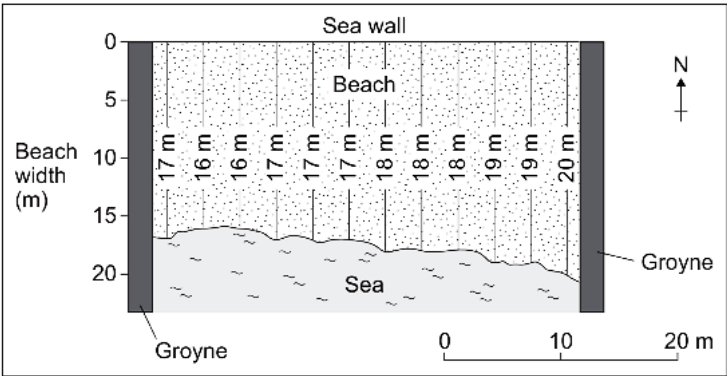
This question taken from the fieldwork section of Paper 3, 2022 was generally answered well by all candidates.

As part of a physical geography enquiry a group of students wanted to test the hypothesis that ‘a local beach gets wider from west to east’.

The students measured the width of the beach to the nearest metre at equal points between two groynes (wooden barriers).

Study **Figure 5**, a diagram showing the results of the students’ beach survey.

Figure 5



0 4 . 5 Use **Figure 5** to complete the following table, which was used to analyse the students’ data.

[3 marks]

Mean	17.6
Mode	
Median	
Range	

However the proceeding question was answered less successfully for most candidates, with the word ‘useful’ missed when interpreting the question.

0 4 . 6 Which of the **four** measures shown in **Question 04.5** do you feel is most useful for this enquiry?

Give **one** reason for your choice.

[1 mark]

Chosen measure _____

Reason for your choice _____

As stated in the examiners report from the 2022 series, the aim of the investigation was essentially about investigating change in beach width, so any expression which linked to this was creditable (“Range was a useful measure because it identifies differences”). A significant number of candidates did not sufficiently express this link, some showing no real

understanding of the question while others simply offered definitions of the terminology (which were usually correct) without really linking this to the aim of the investigation.

It is important to note with this question that the chosen measure doesn't receive any marks, only the reason. As shown in the below example:

0 4 . 6 Which of the **four** measures shown in **Question 04.5** do you feel is most useful for this enquiry?

Give **one** reason for your choice.

[1 mark]

[Transcribed student response example]

Chosen measure: Range

Reason for your choice: As it shows the range of widths across the beach allowing them to see how the measurements change and vary.

It is useful to remind students with these types of questions found in Paper 3, that the topic builds, so early question may help them to attempt questions further on.

Percentage change

This question, taken from the challenge of natural hazards section of Paper 1, 2020, shows that students need to understand graphical skills and be able to apply them to a range of figures.

0 1 . 2 The total number of typhoons reaching Japan was 204.

What percentage of the total number of typhoons occurred in August?

Give your answer to the nearest **whole** percentage.

[2 marks]

Show your working

_____ %

The answer to this question can be used to help students in subsequent questions which discuss the location, causes and impacts of tropical storms. Consider posing questions that prompt students to use their statistical answers, such as:

- Why are there more tropical storms in the summer months?
- Would this graph look similar for other locations?
- What would the impacts of tropical storms be?

Posing questions like this to students will give them the opportunity to use the data in a way that develops their knowledge and understanding and build confidence with using data. It can also improve their ability to tackle AO3: Application, as students may form an opinion on tropical storms, linking skills and knowledge.

Use at Key Stage 3

Maths questions can be added into Key Stage 3 schemes of work fairly easily, as below:

Maths Challenge		Mean
1. Calculate the mean rate of erosion per year for each location below? 2. What is the range of erosion rates per year at the locations below?		Add up all the values to find a total. Divide the total by the number of values you added together.
Site	Retreat over 10 years	
Happisburg, Norfolk	90m	
Sidestrand, Norfolk	20m	
Aldbrough, Yorkshire	26m	

In a similar way to the example on percentage change above, these questions could then lead to conversations such as:

- What processes will have caused these rates of erosion?
- What landforms might we expect to see at these locations?
- Why might erosion be worse at one location compared to another?

Knowledge of processes

A key areas of focus for students working at grades 1-3 related to geographical processes are knowledge of key terms.

Defining key terms are often lower tariff questions, however, to attempt longer tariff questions students need to understand the key words to access the question, which often includes subject specific terminology. For example, 4-mark questions can involve describing the formation or causes of a geographic phenomenon, which requires the use of key terms in chronological order.

This question taken from the physical landscapes in the UK section of Paper 1, 2023 shows the importance of understanding key terms. To access the marks for this question, students working at grades 1-3 need to be able to define the types of erosion to know that in this case attrition is the correct answer.

0 4 . 1 Which word describes the process of erosion when stones collide with each other as they move downstream?

Shade **one** circle only.

[1 mark]

- | | |
|---------------------------|-----------------------|
| A Abrasion | <input type="radio"/> |
| B Attrition | <input type="radio"/> |
| C Hydraulic action | <input type="radio"/> |
| D Solution | <input type="radio"/> |

To support students, it is imperative that key terms are used consistently across Key Stage 3 as well as Key Stage 4. Testing definitions regularly, using the subject specific glossary provided by AQA, will support students in becoming more familiar with the key terms used. Encouraging subject reading, engaging with the news and/or the writing of glossaries will further support students.

The [subject specific vocabulary](#) can be accessed on our website. At the start of each topic students can be given a completed glossary so that they can easily refer to it throughout the topic. Understanding of these key terms could be assessed with tasks such as geography bingo. Bingo cards can be provided to students. They must first define key terms from memory, annotating around their individual bingo card. Definitions for these key terms can then be read out and students respond by highlighting/crossing off the correct key term on their card. Free bingo card generators are available online, which provide different card layouts for every student.

Alternatively, students could choose nine key terms from a list of 15, to complete their own bingo card using the template below, or drawing a table in their book.

Geography Bingo		

Another effective strategy to build the confidence of students working at grades 1-3 and get them to engage with key terms is to use a points-based task. Students are provided an exam question and a bank of key terms to include. Students could even use the mark scheme to make their own list of key terms, deciding their importance. The aim of the task is for the student to gain as many points as possible by using all the key terms. More complex key terms carry a higher amount of points and students must respond in full sentences. This is particularly useful for responses which require a range of key terms (such as understanding of processes) and detail (such as case studies) as below.

01.9 Explain why earthquakes and volcanic eruptions take place along destructive plate margins [4 marks] Paper 1, 2022				
1 point	2 points	3 points	4 points	-1 point incorrect words
towards	oceanic	friction	subduction	conservative
mantle	continental	dense	slab pull	constructive
		pressure	eruption	

Discussion questions you may want to have with your students regarding the above example include:

- Why is this term a minus point?
- Why do we need to include the word subduction?
- What hazards occur at destructive margins?

This type of activity not only encourages students to include key terms but the incorrect words column also allows misconceptions to be addressed. Furthermore, it allows discussion around definitions and models key terms with the correct spelling, which in assessments all provide valuable marks for students working at grades 1-3.

This type of activity can also very easily be used as a spoken activity in pairs to improve oracy and could also be implemented with Key Stage 3 students to build confidence and resilience when they then start their GCSE study.

Sequencing of processes

Across the specification, students working at grades 1-3 need to understand geographical processes in various different contexts ranging from the causes of an earthquake, formation of a waterfall, to how post-industrialisation happened in the UK and the enquiry process of fieldwork. Students working at grades 1-3 often write processes partially and/or out of sequence, limiting the marks they can access. Sequencing annotations combines both knowledge and the skill of annotation to help students understand the chronology.

Always consider looking for areas within the specification where content can be delivered to students alongside practising other requirements of the specification, like the skills requirements. Flow diagrams and timelines are also valuable activities and can be used as figures in the exams.

The below exam question is taken from the physical landscapes in the UK section of Paper 1, 2019.

Study **Figure 18**, a photograph showing some features of a river in the Lake District.

Figure 18



0 4 . 6

Explain how the landforms shown in **Figure 18** are created by physical processes.

[6 marks]

© Stewart Smith / Alamy Stock Photo

There are a range of possible activities before answering the exam question that could be used to support students working at grades 1-3:

1. State two landforms in Figure 18.
2. Sequence the following statements:

Statement	Order
Soft rock is gouged out to leave an overhang of hard rock.	
Over many centuries the waterfall may retreat to form a gorge of recession.	
Bands of hard rock and soft rock are crossed by the river as it flows.	
This will be unable to support its weight and collapse into the plunge pool.	
The hard rock (cap rock) is on top. This leads to different rates of erosion as the soft rock is eroded quicker by abrasion and hydraulic action.	

3. Annotate Figure 18 with the statements above, numbering them 1-5.
4. Answer the 6 mark exam question.

To extend students further an additional task could involve another image to build students confidence in applying knowledge and/or understanding to figures.

Diagrams

Students can also be asked to include diagrams to support their answer to outline sequencing of processes as shown in the question and mark scheme below taken from the physical landscapes in the UK section of Paper 1, 2022:

0 3 . 6 Explain how a wave cut platform is formed as a cliff is eroded.

Use **one or more** diagrams to support your answer.

[4 marks]

Mark scheme

Level 2

3-4 marks

(Clear)

AO1 – Demonstrates accurate knowledge about coastal erosion processes and wave cut platform formation.

AO2 – Shows a clear geographical understanding of the interrelationships between coastal environments and processes. Explanations are developed.

Level 1

1-2 marks

(Basic)

AO1 – Demonstrates limited knowledge of coastal erosion processes and wave cut platform formation.

AO2 – Shows limited geographical understanding of the interrelationships between coastal environments and processes. Explanations are partial.

No relevant content.

0 marks

- **Level 2 (Clear) responses** are likely to contain linked statements showing some knowledge or names of the processes involved and the sequence of formation. Diagram(s) will be labelled and clear. Appropriate geographical terminology.
- **Level 1 (Basic) responses** will comprise simple ideas with limited or partial sequence and little reference to the processes involved. Diagrams may be unlabelled or unclear. Geographical terminology will be limited.
- Max lower Level 2 if diagram is not used.
- Credit full marks at Level 2 if annotated diagram clearly shows formation.

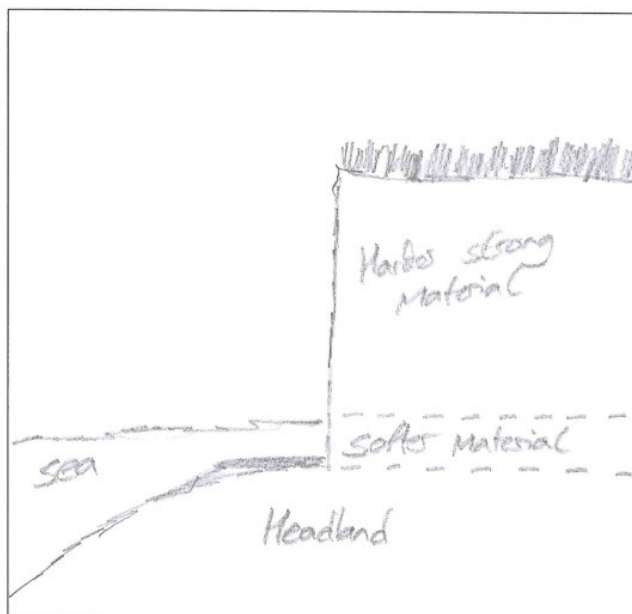
Student responses

As detailed in the mark scheme an incomplete sequencing process will limit students to Level 1 as shown in the below example:

0 3 . 6 Explain how a wave cut platform is formed as a cliff is eroded.

Use **one or more** diagrams to support your answer.

[4 marks]



[Transcribed student response example]

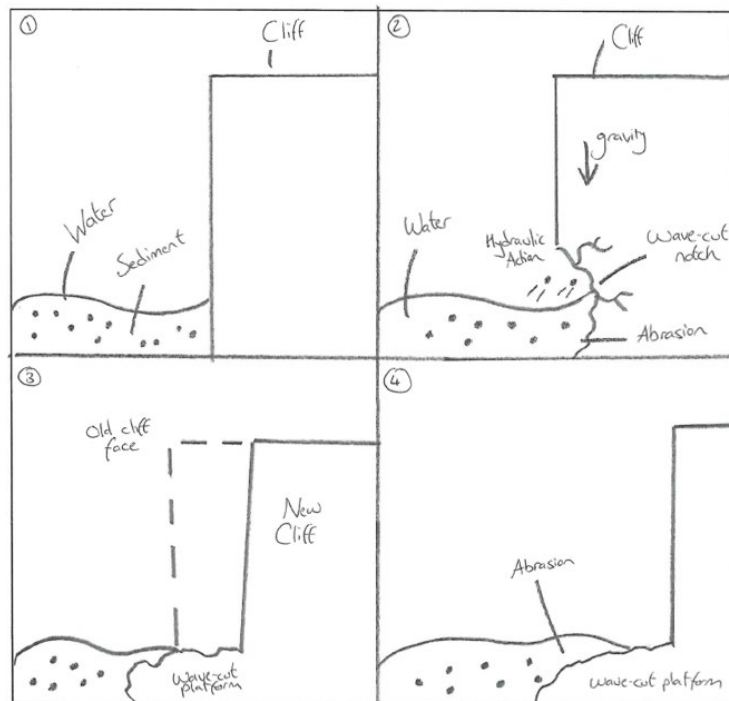
Due to hydraulic action and abrasion, the soft rock gets eroded. Creating a wave cut notch. After a while the harder material can no longer withstand its own weight therefore falling, creating a wave cut platform.

However this example clearly shows the sequencing and is a clear Level 2 response.

0 3 . 6 Explain how a wave cut platform is formed as a cliff is eroded.

Use **one or more** diagrams to support your answer.

[4 marks]



[Transcribed student response example]

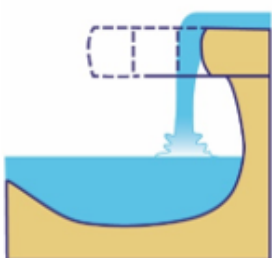
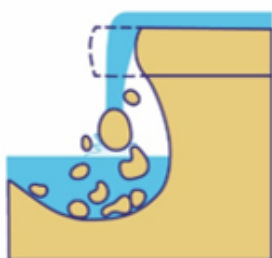
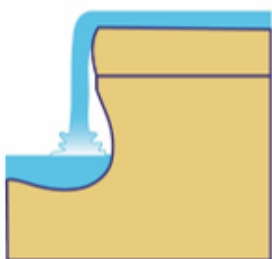
- 1) Water and sediment at cliff face
- 2) Wave cut notch forms due to erosional processes like abrasion and hydraulic action
- 3) Cliff faces collapses due to gravity, forming wave cut platform
- 4) Platform smooths due to abrasion.

Ordering diagrams

Activities such as ordering diagrams or matching up text to diagrams will help support students to access these sequence style questions.

An example of a task is seen below:

- Over time the undercutting by the river creates an overhang which becomes unsupported and collapses into the plunge pool below.
- Waterfalls are found in the upper course of the river. They occur where a band of resistant (hard) rock sits on top of less resistant (soft) rock. As the water moves down the river, it wears away the softer rock.
- As the erosion continues, the waterfall retreats upstream creating a steep sided gorge.
- The less resistant rock is worn away by processes of hydraulic action, abrasion and solution. This creates a plunge pool at the bottom of the waterfall.



Using figures (different types of stimulus)

Across all three components students are provided with a range of information which can take a variety of forms: text extracts, maps, graphs and images. Students working at grades 1-3 often find engaging with this information challenging, struggling to analyse and/or include reference to figures within their answers. They can also rely on the figures too heavily and just copy out or describe the figure, which creates a basic and generic answer. This is particularly evident when the question states 'Using figure x and your own knowledge/understanding'.

Questions that use figures, 2023 series


Paper 1		Paper 2		Paper 3	
Question Number	Marks available	Question Number	Marks available	Question Number	Marks available
01.2	1	01.2	2	01.1	1
01.3	1	01.3	1	01.2	1
01.4	4	01.6	6	01.3	1
01.5	3	01.7	1	01.4	6
01.6	1	01.9	4	02.1	1
01.7	1	02.1	1	02.2	1
01.8	1	02.2	2	02.3	2
01.10	6	02.3	6	02.4	4
01.11	9	02.4	1	02.5	2
02.1	1	02.8	2	02.6	6
02.3	1	02.9	4	03.0	9
02.5	2	03.2	2	04.1	1
02.6	1	03.4	6	04.2	2
02.8	1	04.1	2	04.3	2
02.9	6	04.2	2	04.4	1
03.3	1	04.5	6	04.5	2
03.4	2	05.1	2	04.6	1
03.6	6	05.2	2	04.7	1
04.3	1	05.5	6	04.8	4
04.4	2	06.1	2		
04.6	6	06.2	2		
05.3	1	06.5	6		
05.4	2				
05.6	6				

After optionality is taken into account, 153 marks available to students were from questions that required use of a figure.

Annotating a figure

When teaching students how to use figures, it is useful to discuss with the English department how they encourage students to use inference skills. Some of these strategies can then be replicated in Geography to develop their answers. An activity that could be used during lesson times is annotating the figures with students and then encouraging them to use this during the answer itself. The annotation may also help the students remember what they should include.

Figure 5



Distributing water → *Red Cross (charity)*

Possibly food/first aid

Straight away → Immediate response to a tectonic hazard in Haiti ← *LIC*

Rebuilding homes → *Stronger materials*

After 8-12 weeks → Long-term response to a tectonic hazard in Haiti ← *LIC*

Slower

0 1 . 1 0 'Long-term responses to a tectonic hazard are more important than immediate responses.'

Do you agree?

Quick

Earthquake

Use photographs → Using **Figure 5** and one or more examples, explain your answer.

[9 marks]
[+3 SPaG marks]

© Talia Frenkel/American Red Cross

© Habitat for Humanity International. Haiti Earthquake Response 2010

Using a figure – Point marked questions

A strategy to build students working at grades 1-3 confidence with using figures is to link them to either multiple choice and/or fill in the gap (cloze) style questions. The below exam question is an example of this.

0 1 . 3

Using **Figure 1**, which **one** of the following statements is true?

Shade **one** circle only.

[1 mark]

A The London area has an amber snow warning.

☐

B The whole of the UK has a snow warning.

☐

C Cardiff has a red snow warning.

☐

D Edinburgh is not forecast to have snow.

☐

(Refer to Paper 1, 2019 for Figure 1.)

You could create further multiple choice questions or fill in the gap style questions. You could also ask students to design their own. With figures like the above one, you could also use other command word questions to generate deeper understanding of the figure, for example you could ask students to 'describe the extent of the amber weather warning', encouraging them to use place names.

Using a figure – Levelled questions

The below question is taken from the changing economic world section of Paper 2, 2023.

Study **Figure 3**, a photograph of a street class run by volunteers in Mexico City.

Figure 3



0 1 . 6 To what extent has urban growth created social opportunities?

Use **Figure 3** and a LIC/NEE example you have studied.

[6 marks]

© Alfred Estrella/Getty Images

Mark scheme

Level 3

5-6 marks

(Detailed)

AO2 – Shows detailed understanding of the relationship between urban growth and the opportunities offered.

AO3 – Demonstrates thorough application of knowledge and understanding to offer analysis of the figure and another example.

Level 2

3-4 marks

(Clear)

AO2 – Shows clear understanding of the relationship between urban growth and the opportunities offered.

AO3 – Demonstrates some application of knowledge and understanding to offer analysis of the figure and/or another example.

Level 1

1-2 marks

(Basic)

AO2 – Shows limited understanding of the relationship between urban growth and the opportunities offered.

AO3 – Demonstrates limited application of knowledge and analysis of the figure and/or another example.

No relevant content.

0 marks

- **Level 3 (Detailed)** responses will cover the figure and a named example with well-developed geographical understanding and provide a considered analysis of the link between growth and opportunities.
- **Level 2 (Clear)** responses will show reasonable understanding of the link between growth and opportunities using the figure and an example/clear geographical understanding or more considered analysis for just the figure or example used.
- **Level 1 (Basic)** responses will show simple understanding of the link between growth and opportunities using the figure and/or a named example/simple geographical knowledge.
- Max Level 2 if **Figure 3** or own example/understanding only.

Indicative content

- The specification requires a case study of a major city in a LIC/NEE and states 'health and education' as opportunities created by urban growth.
- Discussion should show an awareness of the extent to which these opportunities exist for inhabitants.
- Answers should make use of both **Figure 3** and appropriate geography, including an example, balance is not required.
- Reference to **Figure 3** may be inferred even if not explicitly stated through such comments as: the informal nature of some education, the existence of schooling and schools even if small.
- Credit reference to volunteer teachers as this is stated in the stem.
- Credit reference to economic opportunities such as employment prospects even if informal eg 85% in Dharavi, only if then linked to improvement of social well-being such as purchase of better food, housing, education.
- Content may vary considerably depending on the case study used by candidates but may focus on education due to the figure.
- Children can attend school when schools were not available in the rural areas from which they have migrated, eg 68% secondary education in Lagos vs 60% primary in rural areas in the North.
- Many projects to improve life in urban areas will have an educational element eg the floating school in Makoko, Lagos.
- Job training and vocational skills may also be provided for adults such as in the Favela Bairro scheme.
- Water supply will be better in urban areas eg 75% in Lagos vs 42% in rural Nigeria which brings the social benefit of reduced incidence of water borne diseases.
- Other social opportunities such as a strong sense of community in Dharavi, Mumbai and better housing and therefore quality of life in more established informal settlements.
- Many informal settlements become part of the urban fabric over time and develop community and social activities in doing so, sometimes referred to as 'slums of hope'.
- Extent of opportunities may be tempered by level of access eg Makoko floating school can only accommodate 60 children at a time in an area with 85 000 population or quality of access eg figure shows small scale school next to the road, run by volunteers who may lack knowledge and skills.
- Social opportunities provided may not always be suitable eg the vocational training in Favela Bairro should have been preceded by literacy training to have greater success.
- No credit for discussion of challenges.
- No credit for discussion of opportunities other than social.

AO2 – 3 marks

AO3 – 3 marks.

Student response

[Transcribed student response example]

Urban growth has created social opportunities in many different ways. Because there is more people, you can meet new people and socialize. More people are willing to volunteer with things like in this photo.

Doing voluntree things like this helps children make friends and have a bit of entertainment of even education doing this gives the kids and volunteers more of a chance to be able to socialize with new people.

This is a Level 2 response

This answer has some development through the use of the word 'because' and 'this gives' which allows the student to access Level 2 marks. There is also a vague reference to the figure using 'in this photo' but no reference to an example studied. Ensuring students that are working at a grade 1-3 use terms like these in their responses can enable them to move out of Level 1 and to access Level 2 marks.

3 marks

Using a figures in lessons

It is important that students are exposed to a range of figures regularly in lessons and asking students to analyse them is one way that they will become familiar with figures and gain confidence in using them. Simple discussion questions such as those below can be effective in building confidence of students working at grades 1-3.

- What does the figure show?
- How does it link to the question?
- How might we use it in an answer?

Over time, annotations may help to identify trends/patterns, specific examples and/or identify geographical processes and concepts. Providing students working at grades 1-3 with exposure to a range of figures and modelling how figures can be used effectively, which students could also note in a model answer book (as discussed earlier in this guide), can help to grow their confidence in using them.

Case studies/examples

Students working at grades 1-3 tend to find three areas particularly challenging when it comes to using case studies/examples:

1. Discussing responses rather than effects (or vice versa).
2. Unconvincing 'Geography of everywhere' (for example, 'in Africa...').
3. Applying them when not explicitly asked to in the question.

Discussing responses rather than effects (or vice versa)

Not answering a question, by incorrectly identifying the focus, links to previous suggestions regarding key terms and sequencing. Ensuring that students revisit the difference in this terminology each time a new case study is introduced can boost confidence in the application of correct knowledge in an exam. This can be compounded by ensuring student defined the terms in their own words.

Unconvincing 'Geography of everywhere' (for example, 'In Africa')

Another strategy to support students with examples and case studies is to consider synoptic links. Students working at grades 1-3 can often use generic geographical terms such as 'Africa' as an example as they are unable to retain the depth needed for a range of case studies/examples and/or become confused with which links to the correct unit of the specification.

There are five case studies and 14 examples detailed across the specification and often additional examples are used to exemplify some areas of the content. Often, as geographers, teachers want their students to learn as much about the world as possible and so use a wide range of examples and case studies. For students working at grades 1-3 this can be challenging. The range of examples and case studies used should be considered and overlap can assist student working at grades 1-3. For example, using Nigeria for the NEE case study in 'The Changing Economic World' and Lagos as the LIC/NEE city case study in 'Urban Issues and Challenges'. Although this may limit the breadth of study at GCSE, it will allow students to go into greater depth which helps them break into Level 2, on longer tariff questions.

Case studies/examples can be mapped onto world/UK maps to allow you to see if any links can be made, the breadth of examples/case studies you are expecting students to be able to use in the exam, and the scale of them. This can then be used as an activity for students to help them recall specific facts, make links and locate their case studies/examples.

A further strategy that can be used is to create a case study glossary. This enables students to keep track of their case studies. By adding the date to the glossary, they can then easily find their lesson work/revision notes to use when supporting their revision.

Case Study /Example	Where do I use it?	Key points	Date of Lesson
Nigeria	LIC/NEE – TNCs – advantages	Shell: <ul style="list-style-type: none"> • 2,500 Nigerian employees • 10,000 contractors • 250,000 indirect employed • 91% of Shell contracts to Nigeria companies. 	12 th October

If students working at grades 1-3 are able to name examples, they are more likely to increase their marks on higher tariff questions. The [LIC/NEE Case Study teaching guide](#) on the our website can be used to support this topic.

Applying examples/case studies when not explicitly asked to in the question

The misconception that a response to a 6 or 9 mark question must always include an example or case study can often mean students working at grades 1-3 focus too much on trying to recall an example or case study when it is not a requirement of the question. Students need to become confident in recognising when it is expected that they must use and apply examples and case study knowledge in their answers. When an example or case study is required, this will be stated in the question and highlighted in bold. However, if example or case study knowledge is correctly applied to a question, this can still be credited although not required.

Higher tariff questions

Using structures, as well as BUG-ing the question, can help students to create responses which answer the question, as students working at grades 1-3 often produce answers that are disorganised and lack focus. It is also important to make students aware that higher tariff questions may require evaluation, analysis or judgement and use the following command words:

- assess
- evaluate
- discuss
- to what extent.

Supporting students in reaching their own opinions is important. It is vital that students working at grades 1-3 also give reasons for their opinions and use this as a starting point to structure their answers.

The example below shows the type of evaluation a student might come up with, which communicates their opinion but uses generic statements to do so.

Extent-o-meter – which criteria will you use to make a judgement?			
How much?	How far do you agree?	How important?	What impact?
100%	Totally	Extremely	Huge
75%	Strongly	Very	Significant
50%	Undecided	Quite	Moderate
25%	Slightly	Minor	Some
0%	Not at all	Irrelevant	None

Revisiting the question taken earlier, from the changing economic world section of Paper 2, 2023, it is clear to see how a Level 1 response answer fails to address the command of “to what extent” within their answer.

0 1 . 6 To what extent has urban growth created social opportunities?

Use **Figure 3** and a LIC/NEE example you have studied.

[6 marks]

Student response

[Transcribed student response example]

A citys grow education becomes easier to acces as seen in figure 3 because the country erns mor many through taxes wich allows them to fund thigs like scholls which generat mor income and fund larger social projets. In Nigera lagos is rapidly growing which means more thigs are repred for te people for example floating schools have been built in the Makoko slum which gives the disadvantege children there a chance for education and in the future a beter job.

This is a Level 1 response

This is a basic answer which shows some understanding of the figure and the benefits of education and also states a relevant piece of information from the candidate’s own example.

2 marks

Taken from the hazards the challenge of natural hazards of Paper 1, 2022, this question requires students to judge the importance wealth has in relation to the effects experienced. It is useful to note that spelling, punctuation and grammar (SPaG) marks available on some of the 9 mark questions can provide students with valuable marks on the higher-tariff questions. Marks can be gained even if students write little, providing that the content is relevant to the question being asked.

0 1 . 1 0

To what extent do the effects of a tectonic hazard vary between areas of contrasting wealth?

Use **one or more** named examples in your answer.

[9 marks]
[+ 3 SPaG marks]

Activities to support responding to this question could include:

1. Complete the table below:

	Social Effects	Economic Effects	Environmental effects
(Low Income Countries) LIC example:			
(High Income Countries) HIC example:			

2. Annotate the continuum with evidence as to why you/others might agree or disagree with the statement.

Disagree		Agree
----------	--	-------

By completing the continuum, students are creating the structure and evaluation of their answer. This can then be used to scaffold as they write their response. By encouraging students to include examples as an extension task, this further improves student responses and ensures generic statements are not used.

Exam technique

Students working at grades 1-3 often leave, or only partially complete higher tariff questions, in some cases writing in bullet points rather than full sentences, limiting the mark that can be awarded.

Time management is an important technique to master, for students working at grades 1-3, to give them the opportunity to attempt all the questions. Practising the timing of the assessment (roughly one mark per minute) is important for students to accurately practise exam conditions and build their confidence.

Building description of trends, patterns and distribution can be achieved by scaffolding with multiple choice and/or fill in the gaps style questions using a figure. As student confidence improves, the acronym GCSE can be introduced, providing a structure students can use in their responses.

- **General comment:** What does it show?
- **Correlation:** Is there a pattern/trend/relationship?
- **Specific example:** State some data!
- **Exceptions:** Are there any anomalies/outliers?

Building student confidence in extended writing can also be supported by getting students to consider different viewpoints, this can be achieved by getting students to consider different categories and different scales.

Categorisation:

- **Social:** How does it impact people?
- **Economic:** How does it impact the economy?
- **Environmental:** How does it impact the landscape?
- **Political:** What did the government do?

Scale:

- **Personal:** Does it only impact you?
- **Local:** Does it impact a small area/community?
- **National:** Does it impact a whole country?
- **Global:** Does it impact people around the world?

Scale is useful for students working at grades 1-3 as a way of assessing the extent and/or significance. Students will find this a more manageable method to recall, rather than specific figures and, although limited, allows students to show knowledge of an example such as the *"Somerset floods had a local impact whereas Typhoon Haiyan had a global impact."*

Using examples of what a good response looks like, and importantly for students working at grades 1-3 what an unsuccessful response looks like, is also effective to develop high tariff responses. Good examples can act as model answers for students working at grades 1-3, whereas unsuccessful examples can help build their confidence.

Using activities such as '*Read, edit and improve*' can build confidence as they produce an improved answer without having to start from nothing.

Evaluate the effectiveness of an urban transport scheme(s) you have studied.		
Rewrite the question in your own words: (What does it want you to do?)		
Read	Edit	Improve
<p>Read the below answer:</p> <ul style="list-style-type: none"> • Circle the spelling errors and label 'sp'. • Circle punctuation errors and label 'p'. • What is the answer missing? • Does it answer the question? 	<p>Explain how the question lost marks and what could be done to improve it.</p> <ul style="list-style-type: none"> • Think about SPaG, key terms. • Examples/case studies. • Expanding sentences. 	<p>Improve and develop the question further.</p> <p>Key ideas:</p> <ul style="list-style-type: none"> • What is an urban transport scheme? • How are they effective? • What examples could be used? • Evaluate means give your opinion.
<p>I studied the busses in MAchester for my examples. The buse system has meant people don't use their car as often. Buses are very expensiv and not all people can use them sometimes they do not come and make people late for their job!</p> <p>Sometimes the bus gets stuck ion traffic and can make people angry. they can be successful as lots pf people ise them and they fit more people in than a car. Another scheme is the congestion zone in londonwhich charges people for entering the city at times.</p>		

You could also use model answers for students to evaluate, annotate and highlight with strengths and weaknesses. The responses below were model answers used in the Course - Feedback on Paper 1, 2019, that is available on [Centre Services](#).

A02 and A03 question with 3 levels of response
Student 5A

01.4 Suggest how extreme weather in the UK can have economic and social impacts. Use Figure 2 and your own understanding. [6 marks]

6m Level 2 - 3m

Economic

Extreme weather in the UK can have economic impacts. For example, in Figure 2 I can see that heavy snow can cause economic loss as people may be unable to get to work, forcing businesses to close, which can cost the UK up to £1 billion per day. In addition, during the Somerset Levels floods in 2014, around £10 million worth of damage was done to homes and buildings, and over 1000 livestock had to be evicted, causing economic damage.

Social

In addition, extreme weather in the UK can have social impacts. For example, in Figure 2 I can see that a red snow warning means there is a risk to life.

Extra space: so heavy snow can lead to loss of human life. In addition, during flooding e.g. the Somerset Levels floods, villages and communities can be cut off by the flood water, leading to disruption of people's every day lives as they may not be able to travel to school or work. *Dev. of own point*

own knowledge
clear use of point
Point own knowledge
very indept use of fig 2 own use of example

Student 5B

Level 2 - 3m

01.4 Suggest how extreme weather in the UK can have economic and social impacts. Use Figure 2 and your own understanding. [6 marks]

Extreme weather usually has a big impact on the UK. In figure 2 you can see how "The Beast from the East" in 2018 caused massive disruption to transport routes costing £1 billion per day". - *listed*

Red warnings are the most serious. They cause many deaths due to the cold as people caught pneumonia. Also, the amount of car incidents increased during this weather as drivers lost control of their vehicles on the icy roads.

It also has a large effect on the economy as many businesses and schools had to close. Shops lost out on large amounts of sales as people were discourage to leave their homes.

- very dependant on figure 2
- some reference to social/economic
- weaker development

Random sentence no link

Paper 3

Most of the strategies mentioned above will support students with Paper 3, however below are some other strategies that might be useful specifically for Paper 3.

Issue evaluation

There are different approaches to ensuring students are familiar with the pre-release booklet. The booklet consists of three figures, each figure consists of two A4 pages and is a combination of visual sources, such as photographs, graphs, diagrams etc and text. It is important students know where to find each figure quickly and can summarise what each figure is about.

The pre-release booklet is released exactly 12 weeks before the exam date for Paper 3 and it is not necessary to give students copies of the materials on the day that they are released. Students working at grades 1-3 can sometimes struggle with the amount of text presented in the pre-release, because of this it is advantageous for teachers to familiarise themselves with the content to enable any scaffolding required. Below are some strategies to support students to access and use the pre-release.

Annotating the booklet

One way to ensure familiarity is to approach each figure separately. Dedicating a lesson per figure is advantageous and chunking the material allows students to focus on one figure at a time, making the content more manageable. Reading each figure with students, and getting them to highlight the key terms, followed by annotating key points, then writing a summary, helps familiarise students with the content.

Key terms used within issue evaluation booklet

To ensure familiarity with key terms, it may be helpful to create a key term glossary for use with the pre-release booklet. To ensure it is used this can be stuck onto the back of the booklet so students can refer to it. They can also use a highlighter to go through the booklet and highlight all these key terms. An example extract of the key terms for Figure 1 of the 2023 pre-release is below.

Figure 1	
All-inclusive package tour	A holiday that includes travel, accommodation, food and drink, as well activities and entertainment, all for a one-off fee.
Cruise tourism	A luxurious form of travelling, involving an all-inclusive holiday on a cruise ship with a set and specific itinerary, in which the cruise ship calls at several ports or cities.
Development	The progress of a country in terms of economic growth, the use of technology and human welfare.
Development goals	The focus on social, environmental and economic development in a coordinated way.

Figure 1 (continued)	
Ecotourism	Responsible travel to natural areas that helps to conserve the environment, sustain the wellbeing of the local people and may involve education. It is usually carried out in small groups and has minimal impact on the local ecosystem.
HIC	This subdivision of countries is based on the World Bank income classifications (GNI per capita), which in 2022 was High Income \$13 205 or above.
LIC	This subdivision of countries is based on the World Bank income classifications (GNI per capita), which in 2022 was Low Income \$1 085 or below.

Extended writing

In order for students to fully understand the requirements of the questions, they also need to understand how to move through the levels for the 4/6 mark questions. The below question is taken from the issue evaluation section of Paper 3, 2023.

0 1 . 4 To what extent can tourism create opportunities for economic development? **[6 marks]**

Key idea: The link between tourism and economic development. The response can go beyond the Cayman Islands resource materials.

Level 1: General observations about jobs, money, taxation, the multiplier, infrastructures and quality of life. Does not develop these ideas.

Level 2: Offers some development – increased taxation means more money can be spent on education/healthcare.

Level 3: Increased taxation means more money can be spent on education, upskilling the population, which will attract more industry and stimulate economic development.

Student response

To a large extent tourism creates opportunities as in 2019 over \$130 billion was generated, this means the area can use the money to develop the area and generate more tourists.

Another reason is because it created jobs paying \$50 billion in wages, this is good as it creates jobs which means that people won't have to live in poverty in the area as they can work to support tourists.

This is a Level 1 response

Shows a basic level of understanding by selecting appropriate references from the resources (which are largely copied). Identifies the idea that tourism creates job opportunities and generates money with a simple, undeveloped link to the idea of poverty reduction.

2 marks

9 mark questions

The techniques already mentioned in this guide will be essential to the longer 9-mark questions, particularly those where a decision needs to be made.

The below question AO guidance is taken from the issue evaluation section of the mark scheme for Paper 3, 2023:

Mark scheme

Level 3		7-9 marks
(Detailed)	<p>AO3 – Demonstrates thorough application of knowledge and understanding in evaluating the opportunities and challenges relating to the proposed development.</p> <p>AO3 – Applies knowledge and understanding to make a decision based on a wide range of evidence, making specific links between different elements of the specification.</p> <p>AO4 – Communicates ideas with clarity and good use of geographical language.</p>	
Level 2		4-6 marks
(Clear)	<p>AO3 – Demonstrates clear application of knowledge and understanding in evaluating the opportunities and challenges relating to the proposed development.</p> <p>AO3 – Applies knowledge and understanding to make a decision based on a reasonable range of evidence, making some links between different elements of the specification.</p> <p>AO4 – Communicates ideas effectively with some use of geographical language.</p>	
Level 1		1-3 marks
(Basic)	<p>AO3 – Demonstrates basic application of knowledge and understanding in evaluating the opportunities and challenges relating to the proposed development.</p> <p>AO3 – Applies knowledge and understanding to make a decision based on a narrow range of evidence, with limited links between different elements of the specification.</p> <p>AO4 – Communicates ideas using basic language.</p>	
	No relevant content.	0 marks

Student response

I strongly agree that the development should go on, it has many advantages, for example it increases trade for local businesses, this is good as it means that the businesses can now grow and develop internationally which will help further the development of Cayman Islands as they can trade from around the world.

Another advantage is also the tourism, this helps the Island's economy which can also mean they have more room to develop the Island and ports even further and will over all improve Cayman Islands significantly.

This is a Level 1 response

This response makes a judgement and identifies some basic points in relation to the impact on local business and the economy. These observations aren't developed or explained in relation to how local people might be affected. Identifies an environmental issue which might result from the development. Overall, demonstrates an understanding of the issue and identifies both positive and negative points. Some reference to the resources, with points largely copied with limited attempt to develop ideas

3 marks

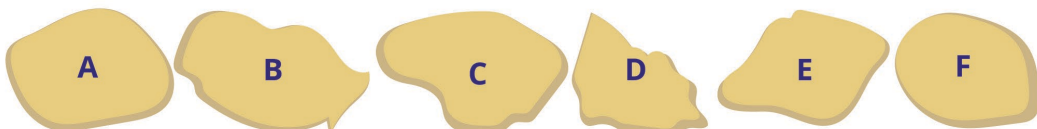
Unfamiliar fieldwork

The unfamiliar fieldwork often confuses students working at grades 1-3 as they are not used to the novel context given to them, which they can often find overwhelming. The more you can refer to fieldwork during the teaching of the specification the more confident students will be with the unfamiliar fieldwork. You can embed tasks, like the one below, during the coastal/river/glacial landscapes in the UK unit of work even though you may not take students out on a fieldwork opportunity.

Power's scale of roundness

Use the scale below to decide which scale of roundness you would apply to each of these rocks.

1. Very rounded (almost circular).	2. Rounded (no sharp corners, but not circular).	3. Sub-rounded (half rounded, half straight, no sharp corners).
4. Sub-angular (may be some rounded, but more straight, edges/corners).	5. Angular (included corners and changes of direction).	6. Very angular (many sharp angles and different sides.)



The image shows six yellow rock shapes labeled A through F. Rock A is a smooth, rounded oval. Rock B is a rounded shape with a small notch. Rock C is a rounded shape with a small sharp corner. Rock D is a more angular shape with several sharp corners. Rock E is a rounded shape with a small sharp corner. Rock F is a rounded shape with a small sharp corner.

Using unfamiliar fieldwork enquiries

When looking at the unfamiliar fieldwork used in Paper 3, you can use the novel situations as a starting point to discuss other parts of the fieldwork enquiry sequence. For example, **Figure 8** taken from the 2019 Paper 3 below, discusses fieldwork in an urban area. Before moving onto the questions – you could:

- Discuss the potential hypothesis/inquiry question.
- Make links to your human fieldwork/or a location nearby that would be similar.
- Discuss the risks associated with fieldwork in an urban area.
- Discuss other data collection/presentation methods.

Depending on the question you may also be able to discuss conclusions that the students may have reached or possible changes they could make in an evaluation. While in this case, these questions don't appear on the paper, the analysis of the material given encourages resilience and gives students a better understand on the fieldwork enquiry sequence.

Study **Figure 8**, information about a questionnaire survey.

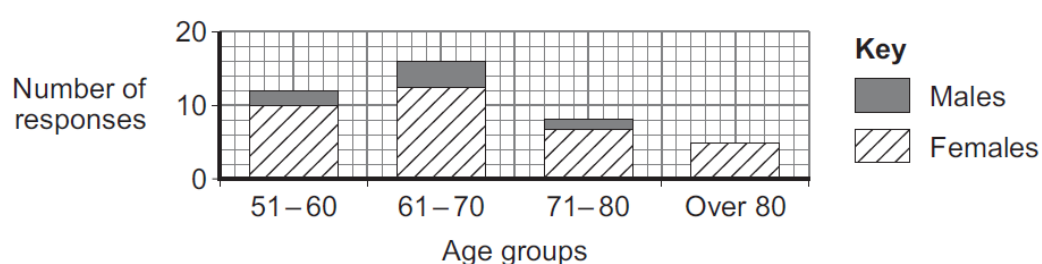
Figure 8

A group of students used a questionnaire to assess whether local facilities for the older population were good enough.

In this area 48% of the population are over 50 years old. Females account for 56% of this age group.

The students completed the questionnaire in the town centre on a Saturday morning.

The following diagram shows the age groups of people who were asked to complete the questionnaire.



0 4 . 7 Suggest **two** ways that students might adapt their method in order to obtain more appropriate data.

[2 marks]

Student response

- 1 - Question more males.
- 2 - Complete the questionnaire on a quieter day. For example Tuesday instead of Saturday.

This question is an example of how the Assessment Objectives can be covered (AO4 Strand 2: 'Adapt a variety of skills and techniques'). This illustrates the importance of appreciating the specific demands of the Assessment Objectives.

2 marks

Using images from the exam papers

When you share images with students of various landforms/features/management of landscapes/urban areas, you can embed fieldwork questions when analysing the image. For example:

- What fieldwork could you do in this area?
- What types of primary data collection could you do?
- What are the potential risks of doing fieldwork in this location?

You could also use the below acronym IDEAL:

- Identify a possible aim for fieldwork in this location.
- **D**escribe one method of data collection.
- **E**xplain how you could minimise the risks of carrying out data collection here.
- **A**pply this data collection to wider geographical theory.
- **L**ink human and physical geography at this fieldwork location.

Using the fieldwork enquiry sequence found in the [specification on page 27-28](#) allows you to refer to all strands of enquiry.

By using inference skills regularly and encouraging students to think wider and deeper about the images they see will give them confidence to do so in the exam.

Familiar fieldwork

Keeping fieldwork simple is key for students working at grades 1-3. Practice recall regularly; getting students to remember their title (often left blank) is important as not only does this provide the examiner with much needed context to award marks for the student, this will assist students working at grades 1-3 to refer to something and stay on task, particularly with the longer tariff questions.

Ensuring that students working at grades 1-3 clearly understand the key terms from the enquiry sequence is vitally important; lots of errors were made in the 2023 exam linked to students not knowing the difference between data collection and presentation, as well as students getting their human/physical fieldwork mistaken. The creation of a fieldwork glossary can help familiarise students.

Using the [Fieldwork guidance document](#) on the website details the required knowledge for students for each strand of fieldwork enquiry. One key factor is that there are no AO1 (knowledge) marks on Paper 3, so the **why** is much more important than the how.

For example asking questions like this:

1. Why is this location the most suitable for my enquiry?
2. Why is systematic sampling the most appropriate strategy to use for my enquiry?
3. Why is it important to undertake a risk assessment?
4. Justify a method of data collection you used.

Completing summary sheets as part of the fieldwork lessons, like the one on the next page, allows students to see the full enquiry sequence for their familiar fieldwork on one page. These can be used as a scaffold for students when first answering familiar fieldwork exam questions which can then be removed as confidence grows. Blank summary sheets can be given to students as a revision tool to get students to recall their own fieldwork.

Fieldwork Summary Sheet

Hypothesis/ Key question:

Theory/concepts:

Methods:

Sampling:

Risks:

Risk action:

Results:

Interpretation:

Conclusion:

Evaluation:

Taken from the fieldwork section of Paper 3, 2019, this question is an example of how the Assessment Objectives can be covered (AO4 Strand 2: 'Adapt a variety of skills and techniques'). This illustrates the importance of appreciating the specific demands of the Assessment objectives.

Write the title of your **human** geography fieldwork enquiry.

Title of human fieldwork enquiry _____

0 5 . 3 Assess the suitability of the location chosen for your human geography enquiry. **[6 marks]**

The below response highlights a common mistake students working at grades 1-3 make.

Student response A

[Transcribed student response example]

Title of human fieldwork enquiry: How does physical characteristics differ downstream.

The location was blackpool broke in Forest of Dean. It was a good place to go for the field-work because it was easy accessable and it was close by. There were footpaths which made it easier to walk to different places and by it being open to the public means there was more things to go and measure.

This is a Level 1 response

The context of the enquiry is not human (as stated in the command). The answer does not appear to match the title and only includes generic points about access and a vague reference to a range of things to measure.

1 mark

This response shows how students can give a Level 2 response:

Student response B

[Transcribed student response example]

Title of human fieldwork enquiry: Has urban regeneration in East Village improved environmental quality?

We look at 3 areas in Stratford, Newham for our human geography enquiry. 2 areas were regenerated and 1 wasn't regenerated. This is so we gain an understanding. East Louton is seen as and one of the most deprived areas in London and it was suitable as its very easy to compare.

This is a Level 2 response

Clearly human geography and the answer links to the title. Some appreciation of suitability linked to the key idea of assessing the impact of regeneration by comparing areas that had/had not been regenerated. A somewhat limited discussion but a clear attempt at addressing the question.

3 marks

9 mark question

The 9 mark question on student's familiar fieldwork will require knowledge from more than one strand of the fieldwork enquiry sequence. It is important that students are able to make links between the different strands of the investigation when first learning about their fieldwork. The question below taken from Paper 3, 2018, assesses Strand 2 and Strand 4 in student responses.

0 5 . 4 For **one** of your fieldwork enquiries, assess the extent to which the accuracy of the results and the reliability of the conclusions could be improved.

[9 marks]
[+3 SPaG marks]

Student response

[Transcribed student response example]

How successful has the regeneration of the Ouseburn valley been in Newcastle upon tyne. The main data collection was successful which was a environmental qualty survey, as it shows an overall conclusion if the regeneration was successful which is was! Next time to improve it I will make more areas to do so there is a larger scale of results as only 13 were done origionally. This would make th conclusion more reliable as it would take more places and aspects of the places into acount. I also made the decision on if each sight was under, live, work, learn or play. This was good as they are the things they wanted to help create. This showed if it is successful, from what they wanted which showed it was/ This can't really be changed as it was Ouseburns regeneration initiative.

This is a Level 1 response

Tends to repeat the question and offer very generic ideas about improvements. Lacks clarity and the observations made are not explained in relation to the aim of the enquiry. Limited reference to specific data beyond the environmental quality survey and what is included in this is not explored in relation to the idea of regeneration. Appears to be confused about the question in relation to whether it is asking to evaluate the enquiry methods or the regeneration project itself.

2 marks + 2 SPaG

Geographical skills

Geographical skills are examined across all three papers, but there are a higher proportion of AO4 (skills) marks available on Paper 3. It is worth auditing your curriculum to ensure that all skills are covered in a number of different contexts, so that students feel confident in applying them in a novel context. A list of required [Geographical skills](#) can be found on our website.

Auditing curriculum

The auditing of skills across the curriculum is a teacher-led task linked to curriculum design. However, there is no reason why skills used can't be highlighted throughout lessons to students. In fact making the use of skills explicit in lessons is likely to increase familiarity for students working at grades 1-3 and they are then less likely to leave these questions out/blank.

An example of this is here:

GCSE Skills – When have we used them?		
Skill	Topic	Lesson
Outline the factors of an effective geographical enquiry.		
Select and use secondary sources of geographical information.		
Describe the potential risks of fieldwork and how to minimise them.		
Identify appropriate data to measure and record during fieldwork.		
Design appropriate fieldwork data collection sheets.		
Justify appropriate data collection methods (sampling).		
Analyse and explain data collected through fieldwork.		
Evaluate strengths and limitations of fieldwork and conclusions.		

Final comments: Supporting students working at grades 1-3 in the classroom

Over this teaching guide, key areas for students working at grades 1-3 have been discussed. This, along with the student responses, will hopefully inform your planning and support students in the classroom and subsequently in assessment.

To summarise:

- Avoid over-simplifying the content – students working at grades 1-3 have to be able to understand concepts and key terms on the specification to access the assessment.
- Avoid the 'geography/fieldwork of anywhere' – encourage students to use specific examples/case studies, and recap this knowledge regularly.
- Focus on the Geography – students working at grades 1-3 need to focus on the subject content rather than the task, that is what you want them to remember.
- Build confidence through lower tariff questions.
- Provide tools to deconstruct questions so all questions can be attempted.
- Use Key Stage 3 curriculum to give context to places studied to avoid the single story aspect of places.
- Use feedback courses, examiner reports and answers and commentaries found on Centre Services to highlight common strengths/weaknesses of all students and use examples of Level 1 or Level 2 answers to utilise in the classroom.