

GCSE

GEOGRAPHY

Teaching guide: Assessment for grades 1 -3

Version 1.0



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Introduction

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

This guide is designed to:

- guide teachers in ways to support students at grade 1-3 level
- provide strategies
- include teaching approaches, ways of accessing examination questions and 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.

What does a grade 2 look like?

Ofqual grade descriptors state that to achieve grade 2 students should be able to:

- demonstrate limited knowledge, understanding and application of geographical information and issues
- demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena
- make straightforward comments with some reference to evidence
- use some basic geographical skills and techniques with limited accuracy.

What does a grade 4 look like?

Our feedback from 2018 states to achieve grade 4 students will be able to:

- show some ability to understand physical and human processes
- apply knowledge and understanding to source material and provide some evidence of learnt examples
- show some appreciation of evaluative command words intended to target A03
- access level 2 in some questions by writing clear and/or developed answers, although responses are inconsistent
- gain a high proportion of marks available on low-tariff questions.

Why is this important?

Teachers want to see their students succeed, therefore being clear on the difference between grades 2 and 4 is important to ensure grade 1-3 students are challenged and to clarify expectations to students, parents and teachers.

Similarities between grade 2 and grade 4	Differences between grade 2 and grade 4
Ability to cover all areas of the specification	Evidence from named examples
Use of evidence (source and/or named examples)	Structure of written responses
Ability to use geographical skills and techniques	Including some evaluation, analysis or interpretation to target AO3
Understanding of processes	Applying knowledge and/or understanding to source material
Understanding of issues	Ability to write developed points and extended answers

The similarities reinforce that grade 1-3 students must be taught all areas of the specification to ensure they are familiar with subject specific vocabulary, knowledge of processes/issues and skills which are predominantly assessed in lower tariff questions.

The differences highlighted above provide teachers with areas of focus to ensure that the geography is not over simplified for grade 1-3 students, particularly the detail of examples and the structure of extended responses.

How does this translate into the assessment?

The following student responses are taken from the additional specimen assessment material (SAM) paper 1 to illustrate the characteristics of grade 1-3 students across a range of low and higher tariff questions.

Grade 1-3 student responses

1.5 Study Figure 3, a diagram showing the process of global warming, a cause of climatic change.

Identify two sources of greenhouse gases suggested by Figure 3.

[2 marks]

Mark scheme

01	5	Any two (2 x 1 marks) from; power stations; factories; transport; animals. AO2 = 2 marks	2
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Student response A	
1. <u>Factories releasing gas</u> 2. <u>Cars</u>	
Commentary A	
States two sources clearly shown in the figure 2 marks	

Student response B	
1. Factories 2. Cars	
Commentary B	
States two sources clearly shown in the figure 2 marks	

2.9 For a hot desert environment or a cold environment you have studied, assess the importance of management strategies used to reduce the risk of environmental damage.

[9 marks]

Mark scheme

Level	Marks	Description
3 (Detailed)	7-9	<p>AO1 Demonstrates detailed knowledge of the environment pressures on the chosen environment and the management strategies used to reduce the pressures.</p> <p>AO2 Demonstrates thorough geographical understanding of how management strategies can reduce the risk of environmental damage.</p> <p>AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to make a judgement about importance of management strategies in reducing the risk of environmental damage.</p>
2 (Clear)	4-6	<p>AO1 Demonstrates clear knowledge of the environmental pressures on the chosen environment and the management strategies used to reduce the pressures.</p> <p>AO2 Demonstrates some geographical understanding of how management strategies can reduce the risk of environmental damage.</p> <p>AO3 Demonstrates some application of knowledge to evaluate the importance of management strategies in reducing the risk of environmental damage.</p>
1 (Basic)	1-3	<p>AO1 Shows limited knowledge of the environmental pressures on the chosen environment and the management strategies used to reduce the pressures.</p> <p>AO2 Shows limited geographical understanding of how management strategies can reduce the risk of environmental damage.</p> <p>AO3 Shows limited application of knowledge and understanding and makes a simple evaluative statement about the importance of management strategies in reducing the risk of environmental damage.</p>
	0	No relevant content.

Indicative content

- Example must be appropriately linked to either a hot desert environment or a cold environment.
- The question implies an understanding of the environmental pressures/risks on the chosen environment.
- Management strategies can be considered at any scale.
- Students are expected to go beyond just describing the strategies and offer an evaluation of the importance of each strategy in reducing risk.

AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks.

Student response A

Chosen environment: Cold environment

You have to be very careful when it comes to cold environments such as Antarctica where there is ice this is because all of the fuel used when driving our cars or factories fuel to make a different things can cause climate change and therefore many animals will lose their homes and many animals will die as they have no home to live in or no food to be able to hunt for as the water may not be the right temp or the land of ice will melt so animals that are predators will not be able to feed the prey and therefore the prey will die.

Commentary A

Antarctica is mentioned as an example. The risk of climate change is identified and the impacts of melting ice. However, the impacts of melting ice are generic and unclear. There is no reference to management strategies or any evaluation. Credit for limited knowledge of the environmental pressures on a named environment

1 mark – Level 1

Student response B

Chosen environment: Antarctic desert

the importance of this desert is to be cold and low temperatured animal which can live in this type of desert are the one with thick fur and with a hot temperature. the environmental damage in this desert would be it it became hot and would not be a unusual type of disaster and would be a risk to the animals and climate because it could effect the land forms and ice in Antarctica and could melt and leave the animals like the polar bear stranded in the middle of nowhere with one ice block which will melt and have a bad impact on the polar bear. Overall its importance of the managements strategies are good for the environment and animals.

Commentary B

There is some reference to risk and basic reference to the example of Antarctica. No reference is made to management strategies. An attempt has been made to evaluate the importance of management strategies however the justification is simplistic. Credit for limited knowledge and basic evaluation

2 marks – Level 1

These responses reflect the tendency for grade 1-3 students to achieve well on skills based low-tariff questions and, when higher-tariff questions are attempted, grade 1-3 students often achieve Level 1. When completed, the responses are unclear, with basic and generic statements, and with inconsistencies in spelling, punctuation and grammar.

The basics of assessment

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:

Feedback codes	
Annotation	What does it mean?
L1	Basic (Generic random statements)
L2	Clear (Accurate knowledge, some linked statements, structured, shows understanding)
L3	Detailed (Well organised, makes links, all-parts of the question answered, accurate and thorough information)
AO1	Knowledge
AO2	Understanding
AO3	Application
AO4	Skills

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 grade 1-3 students with GCSE requirements.

	Level one	Level two	Level three
AO1 Knowledge	Limited knowledge.	Clear knowledge.	Detailed knowledge.
A02 Geographical understanding	Limited geographical understanding.	Clear geographical understanding.	Detailed geographical understanding.
AO3 Application of knowledge	Limited application of knowledge and understanding with simple evaluative statements. Note that evaluation is only one strand of AO3 (Application of knowledge and understanding). Students may also be required to interpret information, analyse source material or make judgements	Some application of knowledge and understanding with clear evaluative statements.	Good application of knowledge, well-reasoned and detailed evaluation.
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:

Key areas for grade 1-3 students

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 grade 1-3 students to focus on to improve performance:

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

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

1. Questions that require use of data and statistical techniques

Specification key ideas:

- Statistical skills
- Use of qualitative and quantitative data

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 grade 1-3 students 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).

Assessment focus

Compare the percentage of the price received by the Fairtrade banana producer with that of a non-Fairtrade banana producer.

[1 mark]

AO4 – 1 mark

Original value =

Final value =

Percentage change

Method	Working
Percentage change = $\frac{\text{Final value} - \text{original value}}{\text{Original value}} \times 100$	

The initial working out of the answer can be modelled, with students copying down the modelled example into a separate 'modelled answer' book, a strategy which can be effective with lower ability Maths students. It can also be scaffolded using a structure strip to support those grade 1-3 students 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.

Taken from the specimen paper, this question shows that students need to understand statistical skills and be able to apply them to a range of figures.

The answer to this question can be used to help students in subsequent questions which discuss the advantages and disadvantages of Fairtrade. Consider posing questions that prompt students to use their statistical answers, such as:

- **If the Fairtrade farmer receives 14% and the non-Fairtrade farmer receives 7%, what can we learn about Fairtrade?**
- **Where does that extra money come from?**
- **Where does that extra money go?**

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

2. Knowledge of processes

Two key areas related to Geographical processes for grade 1-3 students are:

1. key terms
2. sequencing

Defining key terms are often lower tariff questions however, to attempt longer tariff questions students need to understand the wording 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.

Assessment focus

Name one process of erosion that may affect these cliffs.

[1 mark]

AO1 = 1 mark

Taken from the specimen paper this question shows the importance of understanding key terms. To access the marks grade 1-3 students for this question, need to be able to define the types of erosion to know that in this case attrition is the incorrect answer.

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.

Our [subject specific glossary](#) can be accessed on our website.

One example of an effective strategy to improve the use of key terms is to use a points-based task for grade 1-3 students to build their confidence. Students are provided an exam question and a bank of key terms to include. The aim of the task is for the student to gain as many points as possible by using all the key terms once. 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).

Using Figure 20, explain how different landforms of deposition may be created in a glacial environment.

[6 marks]

AO3 = 2 marks, AO2 = 2 marks, AO1 = 2 marks

1 point	2 point	3 point	Negative point
Sub-glacial	Deposition	Moraine	Where
Material	Transportation	Drumlins	Shows
Glacier	Freeze-thaw	Erratics	Thing

Discussion questions:

- **Why is ‘shows’ a minus point?**
- **Why do we need to include the word sub-glacial?**
- **What depositional landforms can you identify in Figure 20?**

This type of activity not only encourages students to include key terms but the negative column also allows misconceptions to be addressed. For example, there is no credit for simply describing the landform or its location so the task discourages students to use the word ‘shows’. Furthermore, it allows discussion around definitions and models key terms with the correct spelling, which in assessments all provide valuable marks for grade 1-3 students.

3. Sequencing of processes

Across the specification, grade 1-3 students need to understand geographical processes. That could be the causes of an earthquake, the formation of a waterfall, how post-industrialisation happened in the UK and the enquiry process of fieldwork. Grade 1-3 students 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 such as the skills requirements. Flow diagrams and timelines are also valuable activities and often used as figures themselves in the exam.

Assessment focus

Using figure 16, explain the processes involved in the formation of the landforms shown.

[6 marks]

AO1 = 2 marks, AO2 = 2 marks, AO3 = 2 marks

1. State the landforms in figure 16.
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 16 with the statements above, numbering them 1-5.
4. Answer the following 6 mark question: 'Using figure 16, explain the processes involved in the formation of the landforms shown'.

The extension task could involve another image such as (in this example) a gorge to build students confidence in applying knowledge and/or understanding to figures or by completing a higher-tariff question such as the 6 mark question above.

3.1.2.2 Specification key ideas :

- “*Deforestation has economic and environmental impacts*”
- “*Tropical rainforests need to be managed to be sustainable*”

Sequencing is also required when considering the causes, impacts and responses for example the causes of deforestation, the impacts of deforestation and how we can manage this.

What causes deforestation?	→	What impact does this have?	→	How can tropical rainforests be managed sustainably?
Logging		☺ ☹		
Road building	→	☺ ☹		
Energy development		☺ ☹	→	
Mineral extraction		☺ ☹		
Population pressure	→	☺ ☹	→	
Commercial farming		☺ ☹		
Subsistence farming		☺ ☹		

A task like the one above enables students to understand how the causes, impacts and responses interlink. It also reinforces the wording of the key terms required, such as the idea that impact can be positive or negative and the understanding that good geographers consider both sides.

4. 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, for example: text extracts, maps, graphs and images. Grade 1-3 students often find engaging with this information challenging, struggling to analyse and/or include reference to figures within their answers. Some students rely on the figures too heavily. This is particularly evident when the question states 'Using figure x and your own knowledge/understanding'. Some students also tend to copy out the figure, creating a basic and generic answer.

Grade 1-3 student response

1.7 Study Figure 3, which describe part of the Central Given Action Plan, a project to improve conditions in the Govan area of Glasgow. This area is shown on the Ordnance Survey map extract Figure 2.

Using Figure 3 and your own knowledge, explain how urban regeneration projects can reduce levels of urban deprivation.

[6 marks]

Mark scheme

Level	Marks	Description
3 (Detailed)	5-6	AO3 Demonstrates thorough application of knowledge and understanding in interpreting geographical information and giving detailed explanation of how urban regeneration projects can reduce levels of urban deprivation. AO3 Makes full analysis of the resource, using evidence to support the response.
2 (Clear)	3-4	AO1 Demonstrates clear knowledge of how urban regeneration projects can reduce levels of urban deprivation. AO2 Show some geographical understanding of the effectiveness of an urban regeneration project in reducing levels of urban deprivation.
1 (Basic)	1-2	AO1 Demonstrates limited knowledge of how urban regeneration projects can reduce levels of urban deprivation. AO2 Show limited geographical understanding of how urban regeneration projects can reduce levels of urban deprivation.
	0	No relevant content

This type of mark scheme used in the SAM is not typical of the live papers. In these there are 2 AOs for 6 mark questions, with statements for each at all 3 levels.

Indicative content

- Own knowledge can be based on an example or an understanding of deprivation.
- Urban regeneration projects can be seen at any scale and can be seen within the context of other urban projects (eco projects/sustainable urban development, etc).
- Urban deprivation can be considered in relation to socio-economic and environmental conditions.
- Reducing deprivation can be seen as improving conditions.
- At the higher levels it is expected that students will show an appreciation of specific deprivation indicators and suggest how regeneration projects will improve these.

AO1 = 2 marks, AO2 = 2 marks, AO3 = 2 marks

Student response A
The development of two new hospitals can reduce deprivation so more people can get treated at the same time. 500 new home if more people come to leave near River Clyde, and the improvement, to the run-down housing area will encourage the people to stay. The development of a riverside museum could attract tourists.
Commentary A
This answer uses the figure, naming projects in the Central Govan Action Plan. The student makes links to improving health and tourism but does not explicitly explain how this will reduce levels of urban deprivation.
2 marks - Level 1

In this example students were given an extract of text:

Figure 3

The Central Govan Action plan is part of the River Clyde Waterfront Urban Regeneration Project.

The Central Govan Action Plan will include:

- the development of two new hospitals which will serve the whole of Glasgow
- 500 new homes and improvements to run-down housing areas
- restoration of historical buildings and the development of a riverside museum
- improved shopping and recreation facilities
- the clearing of derelict industrial areas.

Giving students 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:

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

can be effective in building confidence of grade 1-3 students.

Over time, annotations may help to identify trends/patterns, specific examples and/or identify geographical processes and concepts. Providing grade 1-3 students 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.

Grade 1-3 student response

3.4 Use Figure 11 to complete the paragraph below.

Choose the correct answers from this list:

Fluctuated, Coal, 1992, remained steady, Oil, 1989

[3 marks]

AO4 = 3 marks

Mark scheme

Fluctuated, Coal, 1992

3 x 1 marks

Student response A
Fluctuated, Coal, 1992.
Commentary A
Correct words used as shown in the figure.
3 marks

Another strategy to build grade 1-3 students' confidence in using figures is to link them to either multiple choice and/or fill in the gap (cloze) style questions.

5. Case studies/examples

Grade 1-3 students 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 the question, by focusing on responses rather than effects, links to previous discussion on using key terms and sequencing. Again, the glossary of key terms provided by AQA defines terminology which all students need to be aware of to access all the questions.

3.1.1.2 Specification key idea

"The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth."

Complete the definition table:

Hazards:	Definition:
Primary effect	
Secondary effect	
Immediate response	
Long-term response	

This glossary, which allows students to simplify key terms using their own wording in definitions, can then be used for revision for testing focused on definitions learnt, interlinking key terms from various sections of the specification. This is useful exam practice where students will be expected to recall a range of knowledge, not necessarily in the order that they studied them, in the classroom.

- **Define 'primary effect'.**
- **Define 'long-term response'.**
- **What do we call the 'reaction of people as the disaster happens and in the immediate aftermath'?**
- **State a primary effect of the earthquake in Nepal.**
- **How did people respond to the earthquake in Chile in the longer term?**
- **Define social.**

Unconvincing ‘Geography of everywhere’ (for example, ‘In Africa’)

Another strategy to support students with examples and case studies is to consider synoptic links. Grade 1-3 students often use ‘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 case study/examples links to the correct unit of the specification.

There are 20 case studies/examples detailed across the specification and often these are supplemented in lessons with more specific examples are used to exemplify some areas of the content. Often, as geographers, you want your students to learn as much about the world as possible and so use a wide range of examples and case studies. For grade 1-3 students this can be challenging.

3.2.2 Specification key idea:

“Various strategies exist for reducing the global development gap”

You may wish to consider the examples/case studies used across your curriculum including at Key Stage 3. For example, if you are teaching a development unit in year 9, students could study Jamaica which is then used again in year 11 as an example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. Students would be familiar with the context of the example to support their retention.

3.2.2 Specification key idea:

“Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change”

*“Urban growth creates opportunities and challenges for cities in LICs and NEEs
Cartographic skills”*

Another consideration is the range of examples/case studies used across the specification, for grade 1-3 students consider using the same case studies/examples where possible. 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. This will help them break into Level 2, on longer tariff questions, and make them more likely to use an appropriate case study if required in their examination. .

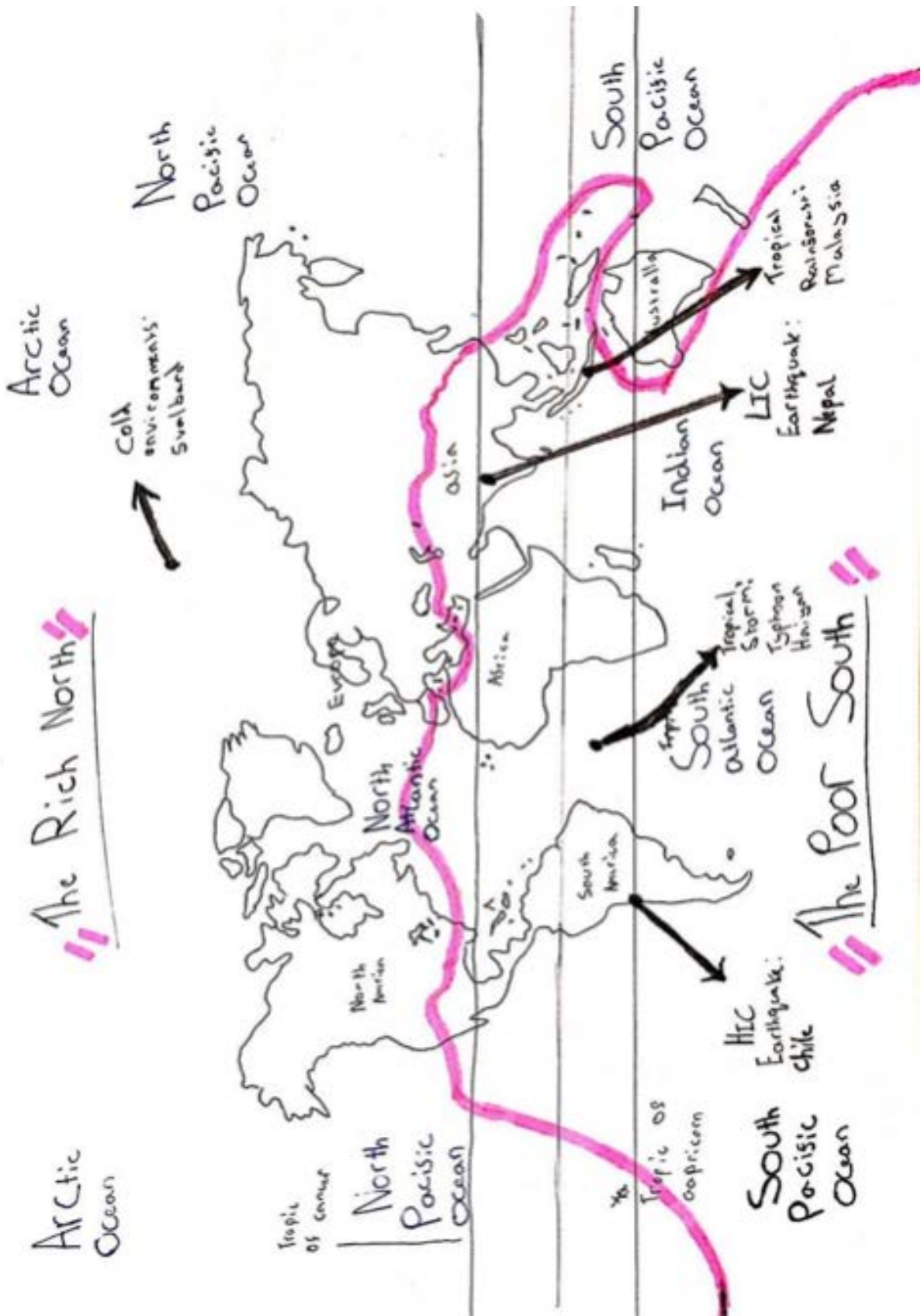
This can be achieved by carefully selecting case studies/examples. Case studies/examples can be mapped onto world/UK maps to allow you to see if any links can be made, the breadth of examples/case studies you are expecting students to be able to use in the exam and the scale of them. This can then be used as an activity for students to complete to help them recall facts, make links and locate their case studies/examples. Attaching the map to the cover of their books highlights their importance and will encourage the ‘Case study/examples map’ to be used in class.

This can be differentiated using maps centered on different locations and/or through the depth of annotations. For grade 1-3 students locating, naming and linking to the specification is vital to allow students to use a named example effectively in the assessment. It also allows students to practise their cartographic skills and knowledge of continents and oceans.

On the world map complete the following tasks:

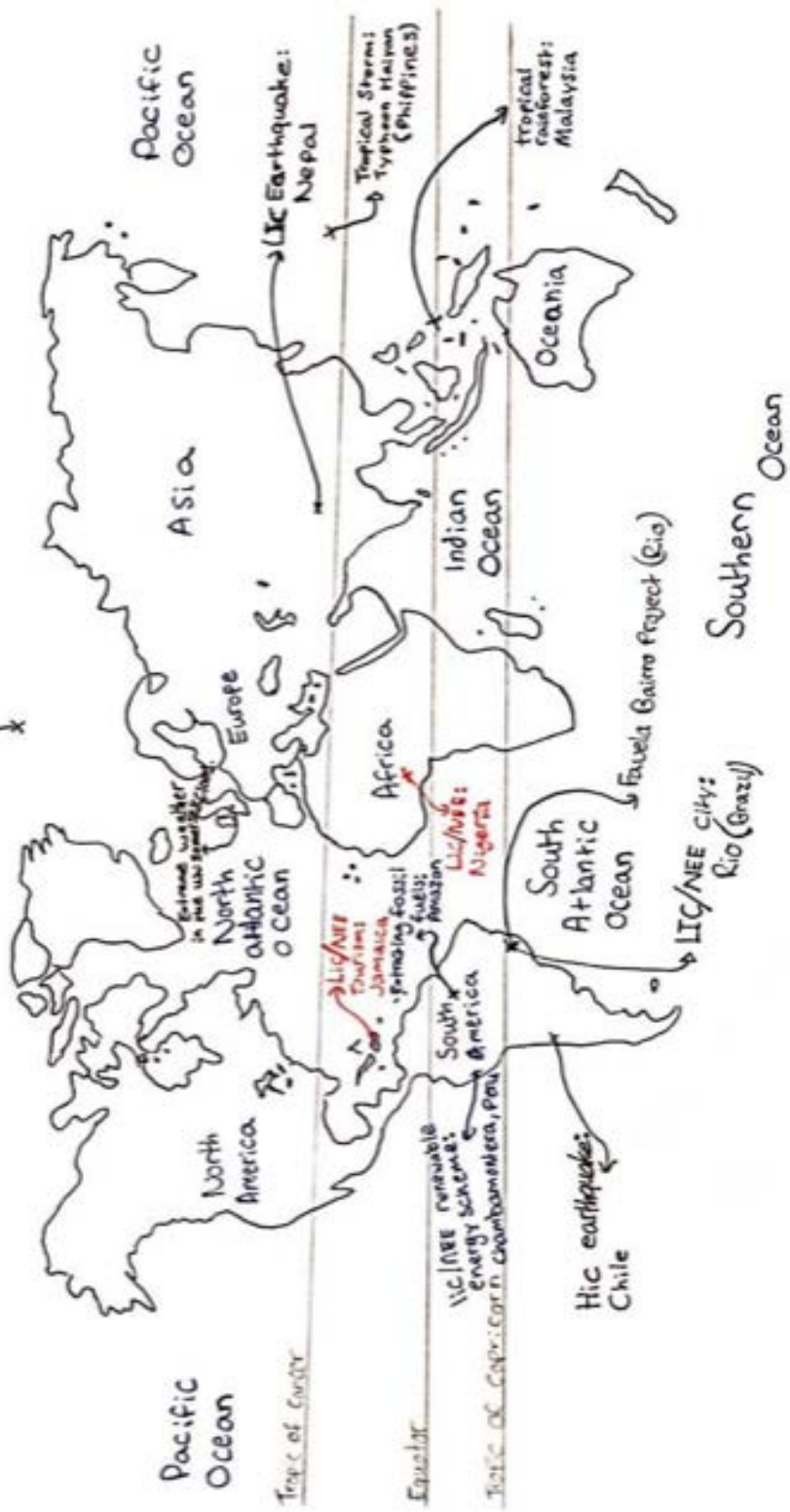
1. Draw on the Equator and the Tropics of Cancer and Capricorn (the major lines of latitude).
2. Label the Atlantic Ocean.
3. Shade in the NEE Nigeria (Geographers called Nigeria a newly emerging economy as it is developing rapidly).
4. The capital city of Nigeria is Abuja – label this on your map.
5. Lagos is the most populated city in Nigeria - label this on your map.
6. Annotate Nigeria as your LIC/NEE example for 'The Changing Economic World'.
7. Annotate Lagos as your LIC/NEE **city** example for 'Urban Issues and Challenges'.

Here are two examples of this task completed by students currently achieving a grade 2 and a blank copy to use as a resource.



- X — The Challenge of natural hazards
- X — The living world
- X — Urban issue and challenge
- X — The changing economic world
- X — Resource management

Population
cold environment





3.1.3.2 Specification key ideas:

“Different management strategies can be used to protect coastlines from the effects of physical processes.”

“Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.”

“Distinctive fluvial landforms result from different physical processes.”

On the UK map complete the following tasks:

1. Label the countries of the United Kingdom (England, Scotland, Wales and Northern Ireland).
2. Label their capital cities.
3. Label the Atlantic Ocean, North Sea, Irish Sea and English Channel.
4. Draw on the ‘North-South divide’ (Geographers have identified cultural and economic differences between the south and north of England).
5. Locate Lyme Regis – Label this on your map.
6. Annotate Lyme Regis as your coastal management example for ‘Physical Landscapes of the UK’.
7. Annotate an example of a river valley in the UK to identify its major landforms of erosion and deposition.

Students can then develop their case study/example maps over the units to create a resource that can be used within lessons and as revision. Some students also find a case study contents page useful, with key information and links to the specification. It is a useful revision tool, contents page and/or can be used to scaffold exam questions.

Case study/example glossary

Case Study/example	Where do I use it?	Key information:
Nepal	LIC – Effects and responses to a tectonic hazards	<ul style="list-style-type: none">• 2015• 7.9 on Richter scale• Impact: 9000 people deaths• Response: Half a million tents

If grade 1-3 students are able to name examples, they are more likely to increase their marks on higher tariff questions. A teaching guide to support teachers in delivering NEE/LIC case studies can be accessed [here](#).

6. Command words

Grade 1-3 students often miss the command word and subsequently do not fully answer the question. Encouraging students to spend time reading and understanding the question is important. Encourage students to:

BUG

- Box the command word
- Underline key terms
- Glance back over it

will help students to create responses which answer the question, as often grade 1-3 students produce answers which are disorganised and lacking 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 grade 1-3 students 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.

The following student response is taken from the additional SAM paper 1.

1.8 Assess the extent to which prediction is the most important factor in reducing the effects of tropical storm.

**[9 marks]
[+3 SPaG marks]**

Mark scheme

Level	Marks	Description
3 (Detailed)	7-9	<p>AO1 Demonstrates comprehensive and accurate knowledge of the factors involved in reducing the effects of tropical storms.</p> <p>AO2 Demonstrates a thorough understanding of how prediction, planning and preparation can reduce the effects of tropical storms.</p> <p>AO3 Demonstrate sound application of knowledge and understanding in a reasoned way to make a judgement about the relative importance of prediction in reducing the effects of tropical storms.</p>
2 (Clear)	4-6	<p>AO1 Demonstrates specific and clear knowledge of the factors involved in reducing the effects of tropical storms.</p> <p>AO2 Demonstrates some understanding of how prediction, planning and preparation can reduce the effects of tropical storms.</p> <p>AO3 Demonstrates some application of knowledge and understanding to evaluate the relative importance of prediction in reducing the effects of tropical storms.</p>
1 (Basic)	1-3	<p>AO1 Shows limited knowledge of the factors involved in reducing the effects of tropical storms.</p> <p>AO2 Shows limited understanding of how prediction, planning and preparation can reduce the effects of tropical storms.</p> <p>AO3 Shows limited application of knowledge and understanding and makes a simple evaluation about the relative importance of prediction in reducing the effects of tropical storms.</p>
	0	No relevant content.

Indicative content

- The command is 'Assess the extent'. So, the focus of the question is an evaluation of the relative importance of prediction in reducing the risks associated with tropical storms.
- Students might consider a range of important factors, including prediction, preparation and planning.
- The discussion might lead to a number of evaluative ideas which might include; observation which suggest that one factor is more significant than another, observations which might suggest that all factors are equally important or that they are linked; observations that individual factors may be more significant in different circumstances. Any type of appropriate evaluative focus is acceptable.

AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks

Spelling, punctuation and grammar (SPaG)

High performance

- Learners spell and punctuate with consistent accuracy
- Learners use rules of grammar with effective control of meaning overall
- Learners use a wide range of specialist terms as appropriate

Intermediate performance

- Learners spell and punctuate with considerable accuracy
- Learners use rules of grammar with general control of meaning overall
- Learners use a good range of specialist terms as appropriate

Threshold performance

- Learners spell and punctuate with reasonable accuracy
- Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
- Learners use a limited range of specialist terms as appropriate

No marks awarded

- The learner writes nothing
- The learner's responses do not relate to the question
- The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Student response A

Early warning signs and signals for people to evacuate their home. Reinforced buildings so the buildings only sway and dnot fall. I think the early warning sytem would work best because this way they can be safe from their home if they collapse. So they can prepare early enough to put away what they need.

Commentary A

There is reference to generic ideas such as evacuating but none are linked to a named example. The response does start to assess the extent of prediction through the evaluation of the early warning system. Limited knowledge, simple evaluation.

SPaG: Errors do not significantly hinder meaning however there are frequent spelling mistakes and limited use of punctuation and grammar rules. 1 mark

3 marks – Level 1

Spelling, punctuation and grammar (SPaG) marks can provide students with valuable marks on the higher-tariff questions. Some of these marks can be gained even if students write little, providing that the content is relevant to the question being asked.

Assessment focus

Assess the extent to which prediction is the most important factor in reducing the effects of tropical storm.

[9 marks]

[+3 SPaG marks]

AO1 = 3 marks, AO2 = 3 marks, AO3 = 3 marks

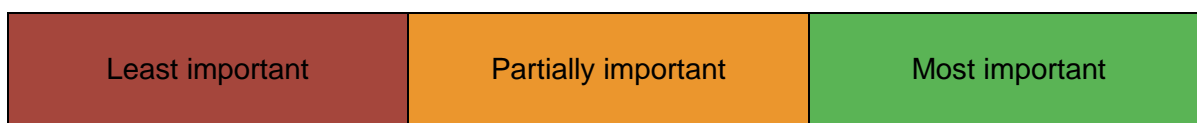
Taken from the additional SAM, this question requires students to assess the extent (repeat).

1. Complete the table below:

Strategies	Definitions
Monitoring	Recording physical changes to help forecast when and where a natural hazard might strike.
	Attempts are made to enable communities to respond to, and recover from, natural disasters, through measures such as emergency evacuation plans, information management, communications and warning systems.
Protection	
Planning	

2. Annotate the continuum with each strategy.

Extension: Can you name any examples where these strategies have been used to reduce the effects of tropical storms?



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 the extension task, this would improve student response A which used generic statements.

Our glossary of [command words](#) to support students can be accessed on our website.

7. Exam technique

Grade 1-3 students often leave or only partially complete higher tariff questions, in some cases writing in bullet points rather than full sentences.

There are a whole range of acronyms that can be used to support grade students and build their confidence in extended writing. Practising applying acronyms to questions as frequently as possible will support students in remembering how to structure their responses.

For graphs and maps:

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

1.1 Describe the distribution of major earthquakes shown in Figure 1.

[2 marks]

Mark scheme

First mark for a link between plate margins and earthquakes.

Second mark for any further distribution observation (some slightly away from plate margin – Sulawesi; more on some margins than others, with example).

A04 = 2 marks

Student response A
Near the Pacific Ocean plate there are a lot of earthquakes.
Commentary A
There is reference to a named location. No discussion of it being along or close to.
1 mark

In this example, the student had annotated the question with the acronym 'GCSE'. They have shown that they can recall acronyms to help them in the exams, but they have struggled to apply them effectively. Again, modelling and using them regularly in class will help students use these strategies more effectively. Modelled acronym responses could be included in a modelled answer book/revision book as discussed previously.

Building description of trends, patterns and distribution can also be achieved by scaffolding with multiple choice and/or fill in the gaps style questions using a figure.

**2.1 In which two of the following continents are tropical rainforests found?
Shade two circles only.**

[2 marks]

Mark scheme

South America and Asia (2 x 1 marks)

AO4 = 2 marks

Student response A
South America, Asia
Commentary A
Correct identification of continents from figure (there is no requirement to describe distribution).
2 marks

This student response shows a general comment (through the question) and states an example. Other successful acronyms/strategies include:

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?

Structure:

- Point: Make your point
- Evidence: Back it up with evidence/examples
- Explain: How does the evidence support your point?
- Link: Link back to the question

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 grade 1-3 students as a way of assessing the extent and/or significance. Students will find this more manageable to recall than specific figures and, although limited, allows students to show knowledge of an example such as that the “*Somerset floods had a local impact whereas Typhoon Haiyan had a global impact.*”

Using examples of what a good one looks like, and importantly for grade 1-3 students what a bad one looks like, is also effective to develop high tariff responses. Good examples can act as model answers for grade 1-3 students, whereas bad examples can help build their confidence. Using activities such as '*Read, edit and improve*' can build their confidence as they produce their own, improved answer.

The following student responses are taken from the additional SAM paper 1.

3.3 To what extent is it preferable to source food locally in the UK rather than import from abroad?

[6 marks]

Mark scheme

Level	Marks	Description
3 (Detailed)	5-6	AO2 Demonstrates detailed understanding of the issues surrounding sourcing food locally compared to importing food from abroad. AO3 Demonstrates sound application of knowledge and understanding in a reasoned way to make a judgement about whether to source food locally or import from abroad.
2 (Clear)	3-4	AO2 Demonstrates clear understanding of the issues surrounding sourcing food locally compared to importing food from abroad. AO3 Demonstrates some application of knowledge and understanding to evaluate the relative importance of sourcing food locally or importing from abroad.
1 (Basic)	1-2	AO2 Demonstrates limited understanding of the issues surrounding sourcing food locally compared to importing food from abroad. AO3 Demonstrates limited application of knowledge and understanding and makes simple evaluative statements about sourcing food locally or importing food from abroad.
	0	No relevant content.

Indicative content

- The command is 'To what extent', so the focus of the question is an evaluation of the issues surrounding the decision to buy locally produced food compared to food from abroad with an appreciation of the judgements involved.
- Students may consider broader environmental issues including carbon footprints/food miles/levels of pollution, etc.
- Students may consider issues of waste and cost.
- Students may consider factors about supporting local farmers and farming communities.
- Students may consider the quality of local produce.
- Students may consider the knowledge of knowing how local food has been produced an important consideration.
- Observations about supporting local business rather than large supermarkets may be a factor.
- The importance of price may be significant (in terms of demand).
- Greater awareness of environmental/food issues because of publicity or television programmes.
- Advertising/marketing, both in a national and local context (local farmers markets) may be a consideration.

AO2 = 3 marks, AO3 = 3 marks.

Student response A
<p>to order food or deliver food from the UK would be easier and cheaper because it grow in your farm and some food are easier to get like strawberries.</p> <p>but the one you get in abroad are not easy and not cheap because it grows in a country and climate and not all the country have the same climate so in the country england is not easy to grow bananas but in the continent Africa is easy because of the hot climate.</p>
Commentary A
<p>The issue of climate and the ability to grow certain foods locally is identified but there is no subsequent clear development. There is no clear evaluation of the extent.</p> <p>1 mark</p>

SAM responses could be used in a task like the one below.

Assessment focus

To what extent is it preferable to source food locally in the UK rather than import from abroad?

[6 marks]

A02 = 3 marks, AO3 = 3 marks

Read, Edit and Improve: To what extent is it preferable to source food locally in the UK rather than import from abroad?		
Read	Edit	Improve
<p>Read the WABOLL (what a bad one looks like).</p> <ul style="list-style-type: none">• Circle spelling errors• Circle punctuation errors• What is the answer?	<p>Explain how the answer can be improved:</p> <ul style="list-style-type: none">• SPaG?• Case studies/examples?• Structure?	<p>Rewrite the answer.</p> <p>Key ideas:</p> <ul style="list-style-type: none">• To what extent means you need to judge the importance or success• Give examples – use names• Imported food = food miles
<p>to order food or deliver food from the UK would be easier and cheaper because it grow in your farm and some food are easier to get like strawberries.</p> <p>but the one you get in abroad are not easy and not cheap because it grows in a country and climate and not all the country have the same climate so in the country england is not easy to grow bananas but in the continent Africa is easy because of the hot climate.</p>		

Time management is also an important technique for grade 1-3 students to master 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.

Final comments: Supporting grade 1–3 students in the classroom

Over this teaching guide, key areas for grade 1–3 students 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-simplify the content – grade 1–3 students have to be able to understand concepts and key terms on the specification to access the assessment.
- Avoid the ‘Geography of everywhere’ – encourage students to use specific examples/case studies.
- Focus on the Geography – grade 1–3 students need to focus on the subject content rather than the task, that is what you want them to remember.
- Build their confidence through lower tariff questions.
- Provide them with tools to deconstruct questions to attempt all questions.
- Challenge using the grade 4 descriptors on page 4.

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