

**Impact Study**



# geog.123

**4th edition**

**Impact on students' preparedness  
for the demands of geography  
at GCSE level**



**OXFORD**

## Objective

To discover how well *geog.123* 4th edition increases Key Stage 3 geography students' readiness for the demands of GCSE.

## Methodology

Oxford Impact is a unique way of evaluating the impact that educational products and services from Oxford University Press have on teaching and learning. An independent research company, Shift Learning, was engaged to carry out the research which included twenty **45-minute in-depth telephone interviews** with **Heads of Geography and geography teachers** across the UK. All used *geog.1* and *geog. 2* student books, with the majority using all three and a mix of the components available.

## Perceived impact of the course on student preparedness for the demands of geography at GCSE

Participants were asked to rate the perceived impact of the course on a scale from 1–7 – with 1 being no impact at all, and 7 being extremely impactful. Subsequently, they were asked whether the impact was positive or negative.

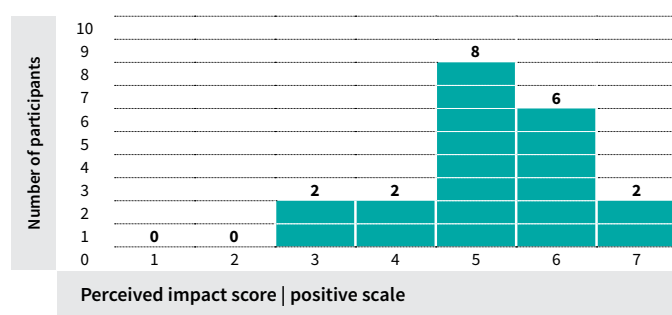
All participants agreed that the course had demonstrated a positive impact on students' preparedness for the demands of geography at GCSE.

Many participants felt that it had a moderate to substantial impact, with only a few giving a slightly lower positive impact score. These participants felt that there was room to explore certain GCSE geography skills in more depth in future editions.

## Why did *geog.123* have a positive impact?

When asked *why* they felt that it had shown a high positive impact on students' preparedness for the demands of geography at GCSE level, participants explained that **the course contained a good level of coverage of the content and topics** that would also be **studied at GCSE**, in addition to providing a **solid foundation for geographical techniques**. This not only helped students to **increase their knowledge and understanding** but also helped students to **develop key skills required at GCSE level**. While it was **praised for its progression in difficulty**, it was also **viewed as accessible and easy-to-follow** for students, due to its **engaging design** – both the print and digital materials.

Perceived impact of *geog.123* 4th edition course on students' preparedness for the demands of geography at GCSE level (20 participants)



### Developing knowledge and understanding:

"It's a positive impact because the information is fantastic as the building blocks, the basics, the knowledge they need to move on to GCSE, and it's also very good at enthusing the kids."

**MIKE EDMONDSON, HEAD OF GEOGRAPHY**

**Strong for map skills:** "Also, for map skills it's good in providing essential map skills for GCSE, introducing them to OS maps, and skills which frequently crop up on the GCSE exam papers, and I also think it's good to come back to even when they're doing GCSE, students with a lower reading age who find it difficult to access the new GCSE resources. I think they're useful resources to even bring us into the year ten/eleven classroom."

**JUSTIN QUINN, HEAD OF GEOGRAPHY**

**Useful assessments:** "That's positive impact... the assessments were fairly closely linked to the skills they would need to go on to develop in year ten for their AQA course, and the assessments that go along with that, the assessment material, but also in terms of the topics covered, they mirror quite closely what they're required to cover at GCSE so they already have a fairly good understanding once they get to their GCSE courses."

**NF, HEAD OF HUMANITIES**

## Perceived impact of the course in supporting teachers to prepare their students for the demands of geography at GCSE level

All participants in the study agreed that *geog.123* had been impactful in supporting them to prepare their students. The course gave a **foundation for the schools' geography scheme of work**, providing **support with planning**. It was seen as **time-saving** and a **place for teachers to look to gain inspiration** to provide **stimulating lessons** for their students.

*"It's 7, we'd have really struggled without it I think. That's an extremely positive impact, yes it's given us a real framework for our entire curriculum."*

**NATHAN MOORBY, HEAD OF GEOGRAPHY**



## Kerboodle was deemed to have a high level of impact by many participants

15 participants were using Kerboodle Lessons, Resources, and Assessments for the *geog.123* course. Almost all agreed that it had a **moderate to substantial positive impact** in supporting teachers to prepare their students for the demands of geography at GCSE level. They stated that it has had:

- Useful exam-style questions, helping students get to grips with the wording
- Helpful quiz-style activities
- Handy differentiated worksheets
- Impactful end of lesson assessments to help build student confidence

The interactive nature of the resource was found to be **engaging for students**, helping to **improve behaviour** and **promote interest in the study of geography** at GCSE level.

## Kerboodle Feedback

*"I know we didn't track students' progress on Kerboodle because we've got our own way of doing that, but you could see a gradual progression of students becoming more confident and more able to answer the questions. I think Kerboodle is fantastic!"*

**EMILY HILL, HEAD OF GEOGRAPHY**

*"I really appreciated the way they stimulated the students' interest in the subject, provided me with schemes of learning, enabled me to differentiate and adapt assessments to suit the needs of the class. It gave them the ability to analyse mark schemes in a very user-friendly manner."*

**NF, HEAD OF HUMANITIES**

*"It makes [lessons] much more interactive. It's much more visual and interactive... It keeps them engaged and helps improve behaviour."*

**TP, HEAD OF GEOGRAPHY, PRIVATE INDEPENDENT**

*"Progress is good because of *geog.123*, and especially from the assessment questions we've been able to use in the past with Kerboodle."*

**JOHN CROTTY, HEAD OF GEOGRAPHY, STATE COMPREHENSIVE**

## Conclusion

All teachers within the study agreed that the *geog.123* course had shown a positive impact on their students' preparedness for the demands of geography at GCSE level.

Most frequently, the following aspects of the course were praised by research participants:

- Accessibility and ease of use
- Clear coverage of GCSE topics, helping to build knowledge and understanding
- Excellent for developing map skills
- Providing a strong foundation of key GCSE geographical skills



This product has been evaluated using the Oxford Impact Framework. The Framework is a systematic approach to evaluating the impact of Oxford University Press products and services, developed through a unique collaboration with the National Foundation for Educational Research (NFER) and supported by the Oxford University Department of Education.



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EVALUATING EDUCATIONAL PRODUCTS AND SERVICES FROM OXFORD UNIVERSITY PRESS

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