

Subject: Geography**Qualification: A level****Course overview**

Students will study a diverse range of topics that cover issues relevant to our world today. The emphasis is on the inter-relationships between and within the human and physical environments. The course is divided into three areas: Physical geography (including glacial landscapes, both water and carbon cycles and natural hazards); Human geography (changing places, global processes and governance and population and the environment). These two areas will ensure students develop a knowledge of locations; places; processes and environments; and an in-depth understanding of physical and human geography, and their interactions. The third area is a Non-Examined Assessment (NEA) based on an independent geographical investigation.

How is the course assessed?

Grade A*– E awarded. Assessment comprises of three external examinations accounting for 80% of the final mark. The Geographical investigation will equate to 20% of the final mark.

Where can A level Geography take you?

Completion of this qualification will give between 16 and 56 UCAS points, to gain entry onto a degree course or entry into the workplace. Geography can lead to further study and careers in many areas including conservation, environmental consultancy, town planning, surveying, seismology, volcanology, accountancy, travel, European studies and retail management.

Case Study

Prince William studied Geography at the University of St Andrews.

William wrote his dissertation on the coral reefs of Rodrigues in the Indian Ocean and graduated with Scottish Master of Arts degree with upper second class honours in 2005.

To prepare for his eventual management of the Duchy of Cornwall, in 2014, he enrolled in a vocational agricultural management course at Cambridge, which was organised by the Cambridge Programme for Sustainability Leadership (CPSL), of which his father is patron. He also followed a military career and flew for the Air Ambulance service.

Year Group and Term	Subject Knowledge	Assessment	Curriculum/CIAG Links
Year 12 Term 1	<p>Note: The unit listed below is subject to change depending on the number of staff teaching the course</p> <p>3.2 Human Geography Unit 3.2.2 changing places.</p> <ul style="list-style-type: none"> • The nature and importance of places • Changing places – relationships, connections, meaning and representation • Relationships and connections • Meaning and representation census data • Quantitative and qualitative skills • Place studies: Local place study exploring the developing character of a place local to the home or study centre. Contrasting place study exploring the developing character of a contrasting and distant place 	<p>There will be focused exam practice at regular points throughout the unit through the use of exam question integrated into content and timed conditions</p>	<p>3.4 Geographical Skills</p> <p>3.4.1 Qualitative skills and quantitative skills.</p> <p>3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
Year 12 Term 2	<p>Note: Term 2 will also include content from Term 1 as listed above. The unit listed below is subject to change depending on the</p>	<p>There will be focused exam practice at regular points throughout the unit through the</p>	<p>3.4 Geographical Skills</p>

	<p>location/centre booked for the fieldwork and NEA part of the course delivered in Term 4/5 and the number of staff teaching the course</p> <p>3.1 Physical Geography Unit 3.1.1 Water and carbon cycles</p> <ul style="list-style-type: none"> • Water and carbon cycles as natural systems • The water cycle • The carbon cycle • Water, carbon, climate and life on Earth • Quantitative and qualitative skills • Case studies: Case study of a tropical rainforest setting to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity. Case study of a river catchment(s) at a local scale to illustrate and analyse the key themes above, engage with field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding 	<p>use of exam question integrated into content and timed conditions</p>	<p>3.4.1 Qualitative skills and quantitative skills. 3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
<p>Year 12 Term 3</p>	<p>Note: Term 3 will mostly be a continuation of the unit described above but will also include</p>	<p>There will be focused exam practice at regular points</p>	<p>3.4 Geographical Skills</p>

	<p>content from the unit listed below. The unit listed below is subject to change depending on the location/centre booked for the fieldwork and NEA part of the course and the number of staff teaching the course</p>	<p>throughout the unit through the use of exam question integrated into content and timed conditions</p>	<p>3.4.1 Qualitative skills and quantitative skills. 3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
<p>Year 12 Term 4</p>	<p>Note: The unit listed below is subject to change depending on the number of staff teaching the course</p> <p>3.2 Human Geography Unit 3.2.4 Population and the environment</p> <ul style="list-style-type: none"> • Introduction to the environmental context for human population characteristics and change. • Environment and population • Environment, health and well-being <p>Note: The unit will pause after the above and continue in Terms 5 and 6 once the fieldwork and NEA aspect has been completed. See Term 5 for the fieldwork and NEA content</p>	<p>There will be focused exam practice at regular points throughout the unit through the use of exam question integrated into content and timed conditions</p>	<p>3.4 Geographical Skills</p> <p>3.4.1 Qualitative skills and quantitative skills. 3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
<p>Year 12 Term 5</p>	<p>Note: the timing of this unit is subject to change due to the availability of study centres.</p>	<p>The Non-Examined Assessment is a focus for this term and is worth 20% of the overall A level grade</p>	<p>3.4 Geographical Skills</p> <p>3.4.1 Qualitative skills and quantitative skills.</p>

	<p>3.3 Geography fieldwork investigation</p> <p>Unit 3.3.1 Fieldwork requirements: all students are required to undertake fieldwork in relation to processes in both physical and human geography</p> <ul style="list-style-type: none"> • Students must undertake four days of fieldwork during their A-level course. Fieldwork can <p>Unit 3.3.2 Non-Examined Assessment</p> <ul style="list-style-type: none"> • Investigation requirements - students are required to undertake an independent investigation. This must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups. What is important is that students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding 		<p>3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
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<p>Year 12 Term 6</p>	<p>Note: The unit listed below is subject to change depending on the number of staff teaching the course. The end of Term 5 and Term 6 will see a return to unit 3.2.4</p> <p>3.2.4 Population and the Environment.</p> <ul style="list-style-type: none"> • Population change • Principles of population ecology and their application to human populations • Global population futures • Case studies: Case study of a country/society experiencing specific patterns of overall population change – increase or decline – to illustrate and analyse the character, scale, and patterns of change, relevant environmental and socio-economic factors and implications for the country/society • Case study of a specified local area to illustrate and analyse the relationship between place and health related to its physical environment, socio-economic character and the experience and attitudes of its populations 	<p>There will be focused exam practice at regular points throughout the unit through the use of exam question integrated into content and timed conditions</p>	<p>3.4 Geographical Skills</p> <p>3.4.1 Qualitative skills and quantitative skills.</p> <p>3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
<p>Year 13 Term 1</p>	<p>Note: The unit listed below is subject to change depending on the number of staff</p>	<p>There will be focused exam practice at regular points</p>	<p>3.4 Geographical Skills</p>

	<p>teaching the course and the focus of the fieldwork delivered in Year 12.</p> <p>3.1 Physical Geography</p> <p>3.1.4 Glacial systems and landscapes</p> <ul style="list-style-type: none"> • Glaciers as natural systems • The nature and distribution of cold environments • Systems and processes • Glaciated landscape development • Human impacts on cold environments • Quantitative and qualitative skills • Case studies: Case study(ies) of glaciated environment(s) at a local scale to illustrate and analyse fundamental glacial processes, their landscape outcomes as set out above and engage with field data. Case study of a contrasting glaciated landscape from beyond the UK to illustrate and analyse how it presents challenges and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation 	<p>throughout the unit through the use of exam question integrated into content and timed conditions</p>	<p>3.4.1 Qualitative skills and quantitative skills.</p> <p>3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
Year 13 Term 2	<p>Note: The unit listed below is subject to change depending on the number of staff teaching the course and the focus of the fieldwork delivered in Year 12.</p>	<p>There will be focused exam practice at regular points throughout the unit through the use of exam question integrated</p>	<p>3.4 Geographical Skills</p> <p>3.4.1 Qualitative skills and quantitative skills.</p>

	<p>This term will see a continuation of the unit delivered in term 1 as well as that listed below.</p> <p>3.2 Human Geography</p> <p>3.2.1 Global systems and global governance</p> <ul style="list-style-type: none"> • Globalisation • Global systems • International trade and access to markets • Global governance - Issues associated with attempts at global governance, including how: <ul style="list-style-type: none"> •• agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices •• interactions between the local, regional, national, international and global scales are fundamental to understanding global governance. • The 'global commons' • Antarctica as a global common. Threats to Antarctica arising from: <ul style="list-style-type: none"> •• climate change •• fishing and whaling •• the search for mineral resources •• tourism and scientific research. • Critical appraisal of the developing governance 	<p>into content and timed conditions</p>	<p>3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
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	<ul style="list-style-type: none"> • Globalisation critique • Quantitative and qualitative skills 		
Year 13 Term 3	<p>Note: Term 3 will mostly be a continuation of the unit described above but will also include content from the unit listed below. The unit listed below is subject to change depending on the fieldwork focus in Year 12 and the number of staff teaching the course</p>	There will be focused exam practice at regular points throughout the unit through the use of exam question integrated into content and timed conditions	<p>3.4 Geographical Skills</p> <p>3.4.1 Qualitative skills and quantitative skills.</p> <p>3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
Year 13 Term 4	<p>Note: The unit listed below is subject to change depending on the number of staff teaching the course and the focus of the fieldwork delivered in Year 12.</p> <p>3.1 Physical Geography</p> <p>3.1.5 Hazards</p> <ul style="list-style-type: none"> • The concept of hazard in a geographical context • Plate tectonics • Volcanic hazards • Case study - Impacts and human responses as evidenced by a recent volcanic event • Seismic hazards 	There will be focused exam practice at regular points throughout the unit through the use of exam question integrated into content and timed conditions	<p>3.4 Geographical Skills</p> <p>3.4.1 Qualitative skills and quantitative skills.</p> <p>3.4.2 Specific skills</p> <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills

	<ul style="list-style-type: none">• Case study - Impacts and human responses as evidenced by a recent seismic event• Storm hazards• Case studies: Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world• Fires in nature• Case study - Impact and human responses as evidenced by a recent wildfire event• Case studies: Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation• Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the		
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	hazard and the community's response to the risk		
Year 13 Term 5	Note: Term 5 will see a continuation of the unit from Term 4 followed by a transition into focused revision and exam preparation	There will be focused exam practice at regular points throughout the unit through the use of exam question integrated into content and timed conditions	3.4 Geographical Skills 3.4.1 Qualitative skills and quantitative skills. 3.4.2 Specific skills <ul style="list-style-type: none"> • Core skills • Cartographic skills • Graphical skills • Statistical skills • ICT skills
Year 13 Term 6	Summer Exam season	N/A	N/A

For further information on this course please contact:	<u>Enter e-mail and job title</u>
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