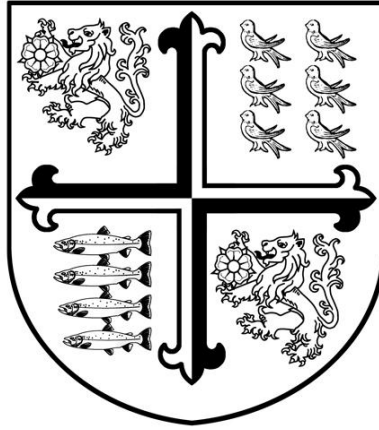




A Level Geography Exam Preparation

Exam Board: Pearson Edexcel

Specification: 9GE0

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/pearson-edexcel-a-level-geography-issue-6.pdf>

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Year 12 Curriculum

Specification: <https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/pearson-edexcel-a-level-geography-issue-6.pdf>

Across the A Level, students will be taught the various key ideas set out in the specification. These are outlined termly below.

For these, there are a range of skills required, dependent on the topic:

Physical:

- Tectonics – 12 mark 'Assess' about any key idea, or a combination of them
- Coasts – 6 mark 'Explain', 8 mark 'Explain' or 20 mark 'Evaluate' about any key idea, or a combination of them

Human:

- Globalisation – 4 mark 'Explain' or 12 mark 'Assess' about any key idea, or a combination of them
- Superpowers – 4 mark 'Explain' or 12 mark 'Assess' about any key idea, or a combination of them
- Regeneration – 3 mark 'Explain', 6 mark 'Explain' or 20 mark 'Evaluate' about any key idea, or a combination of them

Autumn	Starts with a transition unit, looking at Prisoners of Geography by Tim Marshall. Content to start around week, starting topic 3: Globalisation EQ1: What are the causes of globalisation and why has it accelerated in recent decades? 3.1 Globalisation is a long-standing process which has accelerated because of rapid developments in transport, communications and businesses. 3.2 Political and economic decision making are important factors in the acceleration of globalisation. 3.3 Globalisation has affected some places and organisations more than others. Assessed through a knowledge-based assessment, not A-Level style questions, around week 6. EQ2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment? 3.4 The global shift has created winners and losers for people and the physical environment. 3.5 The scale and pace of economic migration has increased as the world has become more interconnected, creating consequences for people and the physical environment. 3.6 The emergence of a global culture, based on western ideas, consumption, and attitudes towards the physical environment, is one outcome of globalisation. Assessed through a 12 mark extended answer question around week 10. EQ3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges? 3.7 Globalisation has led to dramatic increases in development for some countries, but also widening development gap extremities and disparities in environmental quality. 3.8 Social, political and environmental tensions have resulted from the rapidity of global change caused by globalisation. 3.9 Ethical and environmental concerns about unsustainability have led to increased localism and awareness of the impacts of a consumer society. Assessed through a 12 mark extended answer question around week 14. Globalisation is then further assessed in the Spring term, through fortnightly exam practice questions. Students will be required to revise for the questions, and answer 4 and 12 mark questions on an enquiry question each fortnight. Exam questions will be alternated weekly between human and physical geography. This will repeat in the Autumn of year 13.	Starts with a transition unit, looking into different geographic skills, including: - Edexcel A Level: What is it? - How to: research case studies - How to: write exam answers - Maths skills for Geographers - GIS skills Assessed through the bridging unit essay question, plus tasks within the lessons. Content to start around week 4, starting topic 1: Tectonic Processes and Hazards EQ1: Why are some locations more at risk from tectonic hazards? 1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes. 1.2 There are theoretical frameworks that attempt to explain plate movements. 1.3 Physical processes explain the causes of tectonic hazards. Assessed through a knowledge-based assessment, not A-Level style questions, around week 6. EQ2: Why do some tectonic hazards develop into disasters? 1.4 Disaster occurrence can be explained by the relationship between hazards, vulnerability, resilience and disaster. 1.5 Tectonic hazard profiles are important to an understanding of contrasting hazard impacts, vulnerability and resilience. 1.6 Development and governance are important in understanding disaster impact and vulnerability and resilience Assessed through a knowledge-based assessment, not A-Level style questions, around week 8. EQ3: How successful is the management of tectonic hazards and disasters? 1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts. 1.8 Theoretical frameworks can be used to understand the predication, impact and management of tectonic hazards. 1.9 Tectonic hazard impacts can be managed by a variety of mitigation and adaptation strategies, which vary in their effectiveness. Assessed through a 12 mark extended answer question around week 14. Tectonic Processes and Hazards is then further assessed in the Spring term, through fortnightly exam practice questions. Students will be required to revise for the questions, and answer 12 mark questions on an enquiry question each fortnight. Exam questions will be alternated weekly between human and physical geography. This will repeat in the Autumn of year 13.
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Spring	Topic 4A: Regenerating Places EQ1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place 4A.1 Economies can be classified in different ways and vary from place to place. 4A.2 Places have changed their function and characteristics over time. 4A.3 Past and present connections have shaped the economic and social characteristics of your chosen places. Assessed through a knowledge-based assessment, not A-Level style questions, around week 4. EQ2: Why might regeneration be needed? 4A.4 Economic and social inequalities change people's perceptions of an area. 4A.5 There are significant variations in the lived experience of place and engagement with them. 4A.6 There is a range of ways to evaluate the need for regeneration. Assessed through an assessment featuring 3, 6 or 20 mark questions, around week 7. EQ3: How is regeneration managed? 4A.7 UK government policy decisions play a key role in regeneration. 4A.8 Local government policies aim to represent areas as being attractive for inward investment. 4A.9 Rebranding attempts to represent areas as being more attractive by changing public perception of them. Assessed through an assessment featuring 3, 6 or 20 mark questions, around week 10. EQ4: How successful is regeneration? 4A.10 Assessing the success of regeneration uses a range of measures: economic, demographic, social and environmental. 4A.11 Different urban stakeholders have different criteria for judging the success of urban regeneration. 4A.12 Different rural stakeholders have different criteria for judging the success of rural regeneration. Assessed within the year 12 mock exam. Students will be supported to be able to answer extended answer questions within lesson times. Regenerating Places is then further assessed in the Summer term, through fortnightly exam practice questions. Students will be required to revise for the questions, and answer 3, 6, and 20 mark questions on an enquiry question each fortnight. Exam questions will be alternated weekly between human and physical geography. This will repeat in the Autumn of year 13.	Topic 2B: Coastal Landscapes and Change EQ1: Why are coastal landscapes different and what processes cause these differences? 2B.1 The coast, and wider littoral zone, has distinctive features and landscapes. 2B.2 Geological structure influences the development of coastal landscapes at a variety of scales. 2B.3 Rates of coastal recession and stability depend on lithology and other factors. Assessed through a knowledge-based assessment, not A-Level style questions, around week 3. EQ2: How do characteristic coastal landforms contribute to coastal landscapes? 2B.4 Marine erosion creates distinctive coastal landforms and contributes to coastal landscapes. 2B.5 Sediment transport and deposition create distinctive landforms and contribute to coastal landscapes. 2B.6 Subaerial processes of mass movement and weathering influence coastal landforms and contribute to coastal landscapes. Assessed through an assessment featuring 6 mark questions, around week 5. EQ3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks? 2B.7 Sea level change influences coasts on different timescales. 2B.8 Rapid coastal retreat causes threats to people at the coast. 2B.9 Coastal flooding is a significant and increasing risk for some coastlines. Assessed through an assessment featuring 8 and 20 mark questions, around week 7. EQ4: How can coastlines be managed to meet the needs of all players? 2B.10 Increasing risks of coastal recession and coastal flooding have serious consequences for affected communities. 2B.11 There are different approaches to managing the risks associated with coastal recession and flooding. 2B.12 Coastlines are now increasingly managed by holistic integrated coastal zone management (ICZM). Assessed within the year 12 mock exam. Students will be supported to be able to answer extended answer questions within lesson times. Coastal Landscapes and Change is then further assessed in the Summer term, through fortnightly exam practice questions. Students will be required to revise for the questions, and answer 6, 8, and 20 mark questions on an enquiry question each fortnight. Exam questions will be alternated weekly between human and physical geography. This will repeat in the Autumn of year 13.
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Summer	Topic 7: Superpowers EQ1: What are superpowers and how have they changed over time? 7.1 Geopolitical power stems from a range of human and physical characteristics of superpowers. 7.2 Patterns of power change over time and can be uni-, bi- or multi-polar. 7.3 Emerging powers vary in their influence on people and the physical environment, which can change rapidly over time. Assessed through a knowledge-based assessment, not A-Level style questions, around week 9. EQ2: What are the impacts of superpowers on the global economy, political systems and the physical environment? 7.4 Superpowers have a significant influence over the global economic system 7.5 Superpowers and emerging nations play a key role in international decision making concerning people and the physical environment. 7.6 Global concerns about the physical environment are disproportionately influenced by superpower actions. Assessed through 4 or 12 mark extended answer question around week 12.	NEA kickstarts in Summer term. In summer 1, lessons are based on introducing what the NEA is, and what needs to be completed in different sections. The first deadline is just before half term, and this is the proposal form for the NEA. After half term, students are in computer rooms, where they will complete their NEA. Deadlines will be given to students, with around 3 weeks between each sectional deadline: - Proposal week 6 - Purpose week 9 - Methods week 12 Prior to the summer holidays, students will have up to their methodology completed, as data collection needs to be completed over the summer holidays.
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