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About the course

Our new specification will excite your minds, challenge perceptions and stimulate your investigative and analytical skills. There have been new units added to reflect the world today, but it has also retained many of the more traditional topics you enjoy like hazards and population. In our first year we will study three different topics and undertake fieldwork. We will be going on a residential trip.

The first topic focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Our second topic focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, we are able to engage with many dimensions of the relationships between people and the environments they occupy.

Finally we will focus on people’s engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. We will focus on Poole and somewhere with contrasting characteristics in terms of economic development, population density, cultural background and possibly systems of political and economic organisation. We have to engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time.
How you will be assessed

AS Year (First year)

All A2 students will sit their AS exams at the end of the first year.

Paper 1  
**Physical geography and people and the environment**
Assesses 2 units: Coastal systems and landscapes and Hazards
1 hour 30 minute written exam
80 marks
50% of the AS qualification

Paper 2  
**Human geography and geography fieldwork investigation**
Assesses changing places and your geography fieldwork investigation and geographical skills.
1 hour 20 minute written examination
80 marks
50% of the AS qualification

A Level (Second year)

The course is linear so all A Level assessment comes at the end of the 2 year course. AS grades so not count towards the A Level.

Paper 1  
**Physical geography**
Assesses 3 units: Water and carbon cycles, coastal systems and landscapes, hazards
2 hour 30 minute written examination
120 marks
40% of A-Level

Paper 2  
**Human geography**
Assesses 3 units: Global systems and governance, changing places, population and the environment
2 hour 30 minute written examination
120 marks
40% of A-Level

Component 3  
**Geography fieldwork investigation**
Individual investigation
3000-4000 word project, teacher assessed
60 marks
20% of A-Level
Our Expectations

Your Notes

We expect all students to maintain a well-organised folder and record your notes on a contents page for each unit. These will be spot checked at times during the course.

Your folder should include a minimum of:
- PLCs (personalised learning checklists)
- notes on theory
- home learning tasks – with corrections
- assignments - with corrections
- end of topic tests – with corrections
- results tracking sheet filled out with targets
- definition sheets

Independent Study

To achieve a good grade it is imperative that you work outside of lessons to consolidate and develop the ideas covered during lessons. **It is our expectation that from the start of the course, for each lesson at least 1 hour of independent study is completed.** You will be expected to keep an independent study log to help you organise your time which will be spot checked.

This independent work should include (but is in no way limited to):
- reading/watching videos around the subject
- extra notes as necessary to ensure full understanding
- research – before a lesson to prepare yourself and after a lesson to ensure depth of understanding
- revision
- answering exam questions
- assignments

CATs (Common assessment tasks)

Each week you will have a CAT to complete and will come as booklets for each topic. These will alternative between teachers each week. These have to be submitted by 8.30 each Monday morning to a box in the Geography office. Once you received your feedback there will be space within the booklet to improve your work. This must be done by the next time you submit your booklet. Any assignments not handed in on time will not be marked.

Assessments

Approximately every 5 lessons you will be given a short answer, knowledge test which links to the relevant PLC. If you do not achieve 80% we will ask you to close the gaps in your learning before being retested the next lesson. You must pass each test before moving on and extra support will be given if needed. These results will feed into grades at trackpoints.
You will also be given an exam paper to complete in the middle and at the end of every unit under exam conditions. All students not achieving their target grade, due to a lack of effort will be reassessed until they meet their target grade.

Other expectations

- Any assignments not handed in on time will not be marked.
- If you know that you will be away on any deadline date, for a school trip or otherwise, then it is your responsibility to get the work in before you leave.
- It is your responsibility to collect a copy of the assignment if you are absent.
- Assignments are not to be carried out on the evening before the deadline. Start your assignment as soon as possible and if you have difficulties there will then be time for you to seek help.
- Progress will be tracked against your target grade. Underachievement will be identified and interventions will be put in place. You may be required to additional support sessions.
- Always act on your feedback and record this on your overview sheet to ensure you move forward as rapidly as possible.

Course Reading List & Materials

Books
- Ross et al. AQA Geography A Level and AS: Human Geography Student Book
- Ross et al. AQA Geography A Level and AS Physical Geography Student Book
- Skinner et al. AQA A-level Geography Fourth Edition
- There are also older textbooks in the library that have relevant content such as the A2 Edexcel course.

Geofiles

There is a folder for each unit on both student resources and our google classroom account ‘A Level Geography 16’, however these few titles should get you started.

Coastal systems and landscape
- 324 Coastal landforms
- 311 Pembrokshire coast
- 280 Coastal Kent
- 269 Erosion and coastal management at Hengistbury Head

Hazards
- 336 Nepal earthquake
- 310 Hawaiian hotspots
- 318 Super typhoon Haiyan
- 312 Superstorm Sandy

Changing places
- 260 Boscombe
Useful websites

- www.coolgeography.co.uk
- You tube channel- A Level revision, Geography

Tasks before September

1. Print off your ‘Coastal systems and landforms’ and ‘Hazards’ PLCs. Found on google classroom (A Level Geography 16) and RAG them. If you can’t find them, use the specification from the AQA website.

2. For each unit, select 10 words you are unsure off and create a glossary.

3. Research a recent natural hazard (volcano, earthquake, tropical storm, wildfire) and make a case study poster to present to the class. It should include case study facts, impacts and responses. Select a less well known hazard so we get a range. You need to reflect through a written paragraph about what made the impacts large or small (surrounding area, time of day, LIC / HIC, previous experience of the hazard etc).

Who can I contact for help?

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