



Sixth Form Handbook  
Geography

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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 coasts. 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

## A Level (Second year)

The course is linear so all A Level assessment comes at the end of the 2 year course.

### 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

A2				
Component 1	Physical geography	A	Water and carbon cycles	27 marks
		B	Coastal systems and landscapes	27 marks
		C	Hazards	42 marks
	Assess:	Written exam: 2 hr 30		96 marks
		40% of A2		
Component 2	Human geography	A	Global systems and global governance	27 marks
		B	Changing places	27 marks
		C	Population and the environment	42 marks
	Assess:	Written exam: 2 hr 30		96 marks
		40% of A2		
Component 3	Geographical investigation	A	Individual investigation which must include data collected in the field. Write up of y12 study.	
		Assess:	3,000 - 4,000 words	35 marks
		20% of A2		

# 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 alternate between teachers each week. These have to be submitted in the first lesson for the teacher of the topic that week. 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.

## Tasks before September

1. Find the 'Coastal systems and landforms' and 'Changing Places' key words lists. Found on google classroom (A Level Geography 20) and RAG them
2. For each word, write out the definition. You may wish to look these up either on the AQA website or online.
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).
4. Complete the research task on research for Poole on the Google Classroom. Ensure you record the facts ready for September.
5. Visit the local beach and take photos of all hard and soft engineering evidence, annotate the photos. Decide how effective these defences are at protecting the coast. (if not possible to visit, research all local sea defences on Ham Beach/Sandbanks. Bournemouth, Branksome Beaches)

## Course Reading List & Materials

### Books

- Waugh. Geography. An integrated approach.
- 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.

# Reading List: A level Geography

## Non-fiction:

“When Rivers Run Dry” by Fred Pearce

“The Economics Naturalist” by Robert H Frank

“Histories of Nations” Edited by Peter Furtado

“Prisoners of Geography” by Tim Marshall

“City of Thorns” by Ben Rawlence

“This changes Everything” Naomi Klein

“Fast Food Nation” by Eric Schlosser

“Wild” by Cheryl Strayed

“Why I’m no longer talking to white people about race” by Reni Eddo-Lodge

“The Good Immigrant” by Nikesh Shukla (Ed)

“When a billion Chinese jump” by Jonathan Watts

“Behind the Beautiful Forevers” by Katherine Boo

“Emergency Sex... and other desperate measures” by Cain, Postlewait and Thomson

“Mad, bad and dangerous to know” by Ranulph Fiennes

“How England made the English” by Harry Mount

“Notes from a small island” by Bill Bryson

## Fiction

“Brick Lane” by Monica Ali

“NW” by Zadie Smith

“Exit West”. By Mohsin Hamed

“An unsafe haven”. By Nada Awar Jarrar

“Shantaram” by Gregory David Roberts

“Haifa fragments” by Khulud Khamis

“A short history of tractors in Ukrainian” by Maria Lewycka

“Dust” by Yvonne Adhiambo Owuor

“The Kite Runner” by Khaled Hosseini

“Americannah” by Chimamanda Ngozi Adichie

“Half of a yellow sun” by Chimamanda Ngozi Adichie

### **General Reading/Magazines/Publications:**

- Any good broadsheet
- Focus
- Geographical Magazine
- National Geographic
- National Wildlife
- New Internationalist
- The Economist
- Geography Magazine
- Geography Review
- Permaculture
- Countrylife
- New Scientist

### **Geofiles**

There is a folder for each unit on both student resources and our google classroom account ‘A Level Geography 17’, however these few titles should get you started.

### **Coastal systems and landscape**

- 324 Coastal landforms
- 311 Pembrokeshire 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
- 267 Manchester
- 273 Rebranding Liverpool

### **Useful websites**

- [www.coolgeography.co.uk](http://www.coolgeography.co.uk)
- <http://earthquake.usgs.gov/>
- <http://www.ons.gov.uk/census/2011census/2011ukcensuses>

- <http://www.alevelgeography.com/landforms-of-erosion/>
- [Instagram- \(not limited to: Greenpeace International, Royal Geographical Society, United Nations\)](#)

## Who can I contact for help?

Miss Ashman	<a href="mailto:h.ashman@poolehigh.poole.sch.uk"><u>h.ashman@poolehigh.poole.sch.uk</u></a>
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