

A Level Geography

Your opportunity to SHINE at

GEOGRAPHY

**"Geography is a subject
which holds the key to
our future."**

Michael Palin

English Comedian, Actor, Writer and Television Presenter.



WORLD GEOGRAPHY



[Specification](#)

[Example structure](#)

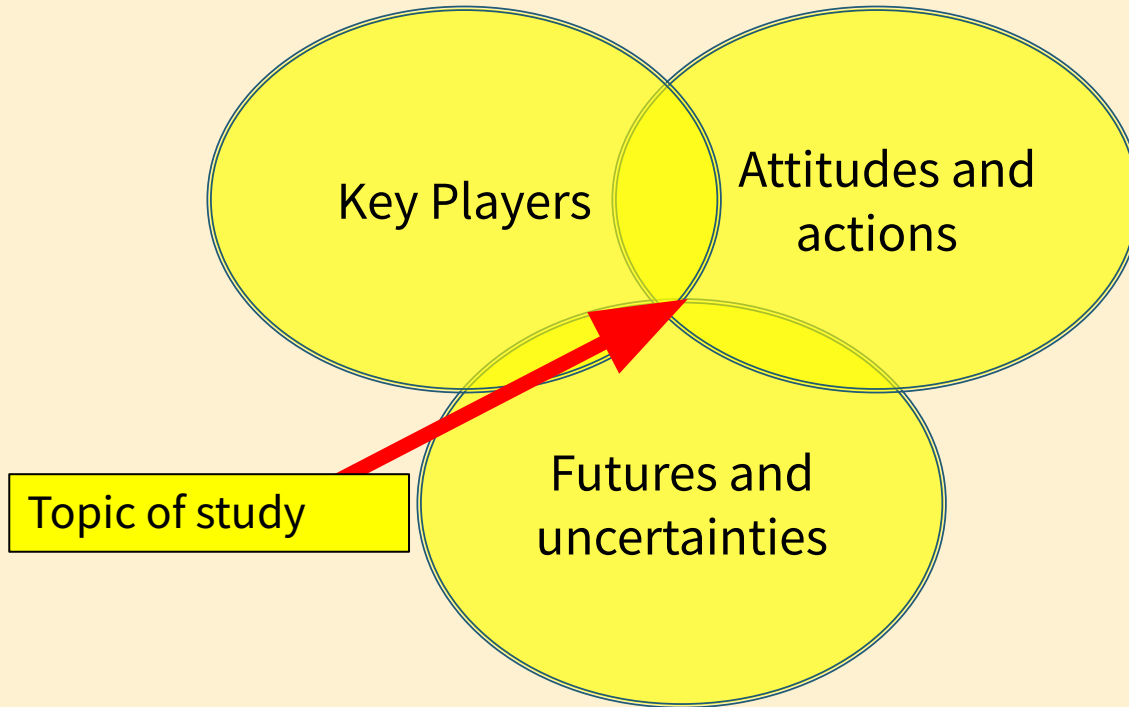
[Learning Journey](#)

edexcel 

Course structure

- 4 sections
- 3 exams, 2 topic specific (105 marks, 30% each) and 1 based on synoptic element with theme chosen by the exam board (70 marks, 20%)
Worth 80% of the total course (280/350 marks)
- 1 coursework element in the form of an independent investigation (70 marks, 20%)

Synoptic principals



Specification content overview

Area of Study 1: Dynamic Landscapes	Area of Study 2: Dynamic Places
<p>1. Tectonic Processes and Hazards</p> <p>2. Landscape Systems, Processes and Change</p> <p>(Either 2A 'Glaciated Landscapes' Or 2B 'Coastal Landscapes', plus a minimum of 1 day of physical geography fieldwork)</p>	<p>3. Globalisation</p> <p>4. Shaping Places</p> <p>(Either 4A 'Regenerating Places' Or 4B 'Diverse Places', plus a minimum of 1 day of human geography fieldwork)</p>

Physical Systems and Sustainability	Global development and connections
<p>5. The Water Cycle and Water Insecurity</p> <p>6. The Carbon Cycle and Energy Security</p>	<p>7. Superpowers</p> <p>8. Global Development and Connections</p> <p>(Either 8A: Health, Human Rights and Intervention Or 8B: Migration, Identity and Sovereignty)</p>

Planning each unit:-

Each Topic has either three or four Enquiry Questions, and each Enquiry Question has three sections of detailed content, for example:

Enquiry question 1: Why are some locations more at risk from tectonic hazards?	
Key idea	Detailed content
1.1 The global distribution of tectonic hazards can be explained by plate boundary and other tectonic processes.	a. The global distribution and causes of earthquakes, volcanic eruptions and tsunamis. (1)
	b. The distribution of plate boundaries resulting from divergent, convergent and conservative plate movements (oceanic, continental and combined situations).
	c. The causes of intra-plate earthquakes, and volcanoes associated with hot spots from mantle plumes.

Topic booklets available to help teach each topic [here](#)

Topic booklet

 [Topic 8A: Health, Human Rights and Intervention](#)
| PDF 851.7 KB | 02 February 2017

Paper 1 and 2 cover the 60% of the content that is 'core' and common to all Awarding Bodies

Synoptic themes: Units 1-4

	Players (P)	Attitudes and actions (A)	Futures and uncertainties (F)
1. Tectonic Processes and Hazards	<ul style="list-style-type: none"> Local and national governance. Roles of scientists, planners, engineers, NGOs & engineers and resilience of communities. 	<ul style="list-style-type: none"> Resilience 	
2. Landscape Systems, Processes & Change		<ul style="list-style-type: none"> Range from exploitation to preservation. Direct/indirect actions on natural systems. Unforeseen consequences. 	<ul style="list-style-type: none"> Climate warming mitigation and adaptation: both needed for stability.
3. Globalisation	<ul style="list-style-type: none"> WTO, IMF, World Bank, EU, ASEAN, govts. (economic liberalisation, attracting FDI), TNCs Opportunities for disadvantaged groups. 	<ul style="list-style-type: none"> Pro- and anti-globalisation Environmental movement Pro- and anti-immigration Actions of NGOs and pressure groups 	<ul style="list-style-type: none"> Environmental consequences of resource consumption.
4. Shaping Places	<ul style="list-style-type: none"> Increasing roles of TNCs, IGOs. Partnerships between government, charities and developers. Government as main 'gatekeeper' (open or closed-door policies). Planners and developers (controversial decisions). 	<ul style="list-style-type: none"> Range from cultural erosion to enrichment. Variation in local community. Attachment to places. National vs. local needs/opinions (NIMBYism), Urban vs. Rural. Govts. foster or suppress diversity. Intergenerational and global cultural trends. 'Success' dependent on attitude. 	<ul style="list-style-type: none"> Regeneration priorities and strategies. Future success depends on past decisions; differing legacies.

Synoptic themes: Units 5-8

	Players (P)	Attitudes and actions (A)	Futures and uncertainties (F)
5. The Water Cycle & Water Insecurity	<ul style="list-style-type: none"> • Role of planners (managing land use). • Various players in trans-boundary and internal conflicts. 	<ul style="list-style-type: none"> • Contrasting attitudes to water supply (e.g. smart irrigation, water recycling □ mega dams). 	<ul style="list-style-type: none"> • Projections of future drought/flood risk. • Projections of future water scarcity.
6. The Carbon Cycle & Energy Insecurity	<ul style="list-style-type: none"> • Role of TNCs, OPEC, consumers, governments. • Role of business in developing reserves vs. environmental groups & affected communities. 	<ul style="list-style-type: none"> • Attitudes of global consumers to environmental issues. • Attitudes of different countries, TNCs and people. 	<ul style="list-style-type: none"> • Uncertainty of global projections.
7. Superpowers	<ul style="list-style-type: none"> • Role of TNCs in maintaining power and wealth. • Role of powerful countries as 'global police'. • Role of emerging powers. 	<ul style="list-style-type: none"> • Actions and attitudes of global IGOs, different countries. • Attitudes in relation to resources. • Contrasting cultural ideologies. 	<ul style="list-style-type: none"> • Uncertainty over future power structures.
8. Global Development & Connections	<p>Players, attitudes and actions, futures and uncertainties, comprise a significant portion of this topic and so are not individually signposted.</p>		

Fieldwork experience

[NEA example](#)

- Students should complete a min. of 4 days of fieldwork during the 2 years of their A-level studies
- Students produce a 3000-4000 word coursework based on an 'independent investigation', which can relate to any of the spec content
- The fieldwork will enable students to develop the skills necessary to carry out the investigation independently (& they could collect their data on these field-trips)
- The coursework will be internally assessed and externally moderated

Assessment Objectives

	Students must:	A Level
AO1	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scale	34%
AO2	Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues	40%
AO3	Use a variety of relevant quantitative, qualitative and fieldwork skills to: <ul style="list-style-type: none">• investigate geographical questions and issues• interpret, analyse and evaluate data and evidence• construct arguments and draw conclusions	26%
Total		100%

A Level AO breakdown

PAPER	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1	13	15.75	1.25	30%
Paper 2	13	15.75	1.25	30%
Paper 3	5.5	6	8.5	20%
Independent Investigation	2.5	2.5	15	20%
Total for A Level	34%	40%	26%	100%

A level assessment overview: Papers 1 & 2

- As with paper 3, these will include short open response, calculations and resource questions.
- Also 6, 8, 12 and 20 mark extended writing questions.

Paper 1 (105 marks)	Paper 2 (105 marks)
2 hours and 15 minutes 30% of the qualification	2 hours and 15 minutes 30% of the qualification
<ul style="list-style-type: none"> • Section A: Tectonic Processes and Change • Section B: <u>Either</u> Glaciated <u>Or</u> Coastal Landscapes • Section C: The Water Cycle and Water Insecurity • Section D: The Carbon Cycle and Energy Security 	<ul style="list-style-type: none"> • Section A: Globalisation • Section B: <u>Either</u> Regenerating <u>Or</u> Diverse Places • Section C: Superpowers • Section D: <u>Either</u> Health, Human Rights & Intervention <u>Or</u> Migration, Identity & Sovereignty

A level assessment overview: Paper 3 & NEA

Paper 3 (70 marks)	Independent Investigation (70 marks)
2 hours and 15 minutes 20% of the qualification	Submission deadline: 15 May before exams 20% of the qualification
<p><u>Synoptic Investigation:</u></p> <p>Resource booklet contains information about geographical issues within a place-based context.</p> <p>This links to the 3 synoptic themes and is rooted in 2 or more of the compulsory content areas.</p> <p>Must answer <u>all</u> Qs in Sections A, B & C.</p> <p>As well as 8 mark extended writing questions, there are 18 mark and 24-mark essays.</p>	<p><u>Written report:</u></p> <ul style="list-style-type: none">• Purpose of investigation: 12 marks• Field methodologies: 10 marks• Data representation & analysis: 24 marks• Conclusion & evaluation: 24 marks <p style="text-align: right;"><u>Total: 70 marks</u></p>

A level command words:

Explain (3, 4 or 6 marks)	Provide a reasoned explanation of how or why something occurs. An explanation requires understanding to be demonstrated through the justification or exemplification of points that have been identified.
Suggest (3 or 6 marks)	Used in a question with a resource, candidate should 'provide a reasoned explanation of how or why something may occur. A suggested explanation requires a justification/exemplification of a point that has been identified.
Assess (9 marks for AS and 12 marks for AS and A level)	Use evidence to come to a judgement about the relative significance of something. Give balanced consideration to all factors and identify which are the most important.
Evaluate (16 marks for AS 18, 20 or 24 marks for A level)	Measure the value or success of something and ultimately provide a balanced and substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.

Extended writing and assessment objectives

		Total	AO1	AO2	AO3
A level	Explain	6	6		
	Explain (resource-based)	6	3	3	
	Explain	8	8		
	Assess	12	3	9	
	Evaluate	20	5	15	
	Synoptic Paper - Analyse	8	4		4
	Synoptic Paper - Evaluate	18	3	9	6
	Synoptic Paper - Evaluate	24	4	12	8