

## Geography

No prior learning in Geography is required, although the knowledge, understanding and skills acquired through the study of GCSE Geography are an advantage. A grade C in GCSE Mathematics is beneficial.

**Contact: Mrs Rh. Jones**

### Course Content and Structure

Advanced Subsidiary (AS)	Advanced Level (AS +A2)
<p><b>G1: Changing Physical Environments</b> (1 hour 30 minutes written paper)</p> <p><b>Two Themes</b></p> <ul style="list-style-type: none"> <li>• Investigating climate change</li> <li>• Investigating tectonic and hydrological change</li> </ul> <p><b>Three structured questions with stimulus material, one of which tests research/fieldwork</b></p> <p style="text-align: center;">Weighting: AS 50% A2 25%</p>	<p><b>G3: Contemporary Themes and Research in Geography</b> (2 hours 15 minutes written paper)</p> <p><b>Section A – 1 hour 30 minutes</b></p> <p><b>Two essays - one from each of the two contemporary themes.</b> One theme selected from three physical options and one theme selected from three human options. A choice from <b>two</b> questions for each theme.</p> <p><b>Section B – 45 minutes</b></p> <p>For each of 10 themes, there will be a topic area set by the Board in December (January series) and May (June series) of the <b>preceding</b> year.</p> <p>Candidates design and carry out a research enquiry based on their chosen theme and prescribed topic area. This will be assessed by a two-part question based on research enquiry and the findings of their research. This question will be given out after 1 hour 30 minutes when Section A is handed in.</p> <p style="text-align: center;">Weighting: 30%</p>
<p><b>G2: Changing Human Environments</b> (1 hour 30 minutes written paper)</p> <p><b>Two Themes</b></p> <ul style="list-style-type: none"> <li>• Investigating population change</li> <li>• Investigating settlement change</li> </ul> <p><b>Three structured questions with stimulus material, one of which tests research/fieldwork</b></p> <p style="text-align: center;">Weighting: AS 50% A2 25%</p>	<p><b>G4: Sustainability</b> (1 hour 45 minutes written paper)</p> <p>Sustainable Food Supply Sustainable Water Supply Sustainable Energy Sustainable Cities</p> <p><b>Pre-release material in December and May prior to the examination for a Decision Making Exercise</b></p> <p style="text-align: center;">Weighting: 20%</p>
<p>AS = 2 units (studied in Year 12) plus A2 = 2 units (studied in Year 13) equals full A-level</p>	

## Assessment Objectives :

### AO1: Knowledge and Understanding

On completion of the **AS and A level course** candidates should have developed knowledge and understanding of:

- selected physical, human and environmental processes that underpin key geographical concepts
- the key concepts of place, space, diversity, interdependence, people–environment interactions, the processes associated with these, and change over time
- the importance of scale as a geographical idea
- contextualized examples at a range of scales.

### AO2: Application

On completion of the **AS and A level course** candidates should have developed an ability to demonstrate:

- understanding of the application and relevance of Geography by analysing, interpreting and evaluating geographical information, issues and viewpoints
- apply their understanding in unfamiliar contexts

### AO3: Skills

On completion of the **AS and A level course** candidates should have developed the ability to:

- use a range of skills and techniques, including the use of maps and images at different scales necessary for geographical study
- carry out research, and out-of-classroom work including fieldwork, as appropriate to the topics selected
- use a variety of methods, skills and techniques, modern information technologies, including geographical information systems, as appropriate to the content; to investigate questions and issues, reach conclusions and communicate findings

In addition, **A level candidates** should

- undertake **individual** research/investigative work, including fieldwork;
- extend their understanding of geographical ideas, concepts and processes;
- identify and analyse the connections between the different aspects of geography;
- analyse and synthesise geographical information in a variety of forms and from a range of sources;
- consider new ideas and developments about the changing nature of Geography in the 21st century;
- critically reflect on and evaluate the potential and limitations of approaches and methods used both in and outside the classroom.



### Progression at 18+:

Geography is a very widely accepted subject by Universities – both as a Science and an Arts subject. It is a relevant qualification in very many careers and not just teaching Geography!

