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**A-Level Geography A level Guide**

**How Geography will be taught:**

A Level Geography is taught face-to-face. The majority of lessons will include discussion of key questions and processes and opportunities to debate differing opinions. Students will be given access to a range of wider reading materials, as well as a selection of textbooks.

**Working expectations:**

The expectation is that students will put as much time to Geography outside of the lesson as they would in lesson. It is a step up from GCSE and there is a greater focus on independence and critical analysis. Students will need to practise the 20 mark essays in free periods and at home, as well as using this time for wider reading and to create revision notes from lesson notes and borrowed textbooks.

**What 100% effort in this subject looks like:**

* As much time out of lesson devoted to Geography as in lessons.
* Always looking back over the lesson.
* Using the student shared area to look ahead to the next lesson to prepare.
* Seeking additional essay questions, doing them as practice and handing them in.
* Making your own revision booklets.
* Reading about the wider context.

**Folder Policy:**

*Your folder should have:*

* Course content list at the front.
* Topic checklists at the beginning of each topic.
* All notes in chronological order within topics.
	+ All marked essays and mock exams should always be kept in the back of your folder for reference and to show progress.
* Example essays and other overall revision materials should also be in the back.
* It is fine for you to have a single folder for both sides of the course in year 12 to start with, but it is recommended that as the year progresses you have one for each of the topics/teachers

**What Marking looks like:**

* Class notes are not marked, as there is nothing to assess, there will be some peer and self-assessment of shorter exam questions
* Homework that is the gathering of information will be checked visually but not graded
* Homework that involve your thinking and analysis will be marked with comments
* Essays will be marked with the relevant cover sheet, comments and development tasks where appropriate

**What Homework looks like:**

* Essays
* Research tasks
* Wider reading
* Group tasks and presentations

**Specification at a glance:**

The course is divided into three sections:

|  |  |
| --- | --- |
| **Specification** | **Assessment**  |
| Component 1: Physical geographyIn this component, study will focus on Water and carbon cycles as a compulsory element. There are optional topics of either Hot desert system and landscapes **or** Coastal systems and landscapes **or** Glacial systems and landscapes and either Hazards **or** Ecosystems under stress. At NUAST we are following the same topics as the rest of the NOVA Trust and opting for Coastal systems and landscapes and Hazards. | Component 1: Physical Geography Written exam: * Written exam: 2 hours 30 minutes
* 120 marks
* 40% of A-level
 |
| Component 2: Human geographyThis section covers Global systems and global governance and Changing places as compulsory topics. With an option to then complete either Contemporary urban environments **or** Population and the environment **or** Resource security. At NUAST we are likely to be following the same topics as the rest of the NOVA Trust and opting for Contemporary urban environments  | Component 2: Human Geography Written exam: * 2 hours 30 minutes
* 120 marks
* 40% of A-level
 |
| Component 3: Geographical fieldwork investigation In this component students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. This is marked internally and then externally moderated by AQA. | Component 3: Geographical Fieldwork Investigation * 3,000–4,000 words
* 60 marks
* 20% of A-level
* marked by teachers

moderated by AQA |

**Fieldwork:** There will be a minimum of four days fieldwork which are **compulsory requirements** for the course. Within these four days students will complete fieldwork and research for their independent investigation.

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/specification-at-a-glance>

**Summer preparation**

**TedTalks:** There are lots of different ones available on YouTube

**Netflix watches:**

**Hazards:**

Fire chasers – limited series about the Californian 2016 wildfire season

**Globalisation and Global Governance:**

Tales by light - season 3 episodes 1 and 2 – Children in need part 1 and 2

American Factory

Saving capitalism

Dirty Money - season 1 - Hard NOx

**Urban Environments:**

Explained - season 1 - The racial wealth gap

**Changing places:**

Metropolis – New York, San Francisco, London

Happy – The documentary not the syfy series

**Reading list:**

Prisoners of Geography by Tim Marshall

Factfulness by Hans Rosling

**Podcast listening:**

Royal Geographical Society – ‘Ask the experts’ podcasts

Costing the Earth – Radio 4 podcasts

**Free online courses:**

Futurelearn has a range of free online courses in a variety of topics, one example is linked below.

<https://www.futurelearn.com/courses/global-studies-global-exit>

Summer preparation tasks

The purpose of giving you a summer bridging task is:

1. To provide a bridge from level 2 to level 3 study, and lead into the early stages of the course.
2. To engage you in independent learning which is required at level 3. iii. To encourage you to develop your work ethic and commitment to study. iv. To measure your suitability for the course and assess your initial levels of achievement.

**Task 1**: There are key terms that crop up throughout the two-year course. It is important that you are aware what the meaning of these terms.

Define the following key terms:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Place | Resilience  | Vulnerability  | Municipal  | Globalisation  | Governance  |
| Mitigation  | Perception | Positive feedback | Negative feedback | Global commons  | Endogenous factor/ exogenous factor |

**Task 2:** We will be studying a number of topics within Hazardous environments and contemporary urban environments. Select **one** of the topics below and create a Fact – File/overview. This should contain text and relevant images or diagrams.

|  |  |
| --- | --- |
| Ensure your fact file contains: * Where they occur
* Causes of the ‘phenomenon
* Impacts/responses
* Solutions to any issues
 | * Wildfires
* Multi-hazards zones (LA/Philippines)
* Urbanisation and megacities
* Urban microclimates
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**Please bring your work with you to your first lesson.**

**Potentially useful websites:**

Cool Geography: <http://www.coolgeography.co.uk/A-level/AQA/AQA%20A%20level.htm>

CGP Revision guide website: https://www.cgpbooks.co.uk/Student/books\_a\_level\_geography.book\_GAR72

<https://www.alevelgeography.com/>

<https://www.senecalearning.com/blog/free-aqa-a-level-geography-revision/>

<https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/>

<https://getrevising.co.uk/resources/level/a_ib>