

Faculty : Humanities

Subject : Geography - Year 13



St John Fisher
Catholic High School

Faculty Introduction:

A Level Geography attracts all sorts of students. Ambitious students, keen to go to university, can use it as an effective means to gain an excellent grade. The knowledge gained from studying contemporary issues, both globally and locally can also make a worthwhile addition to personal statements. Alternatively, pupils keen to get straight into the world of work, can use the time management, research and analysis skills which they will learn to increase their employability.



Topics/Modules to be covered in the year:

In Year 13, students continue to study the Edexcel Geography GCE syllabus to its completion. Students are examined in all knowledge based units studied in both Year 12 and 13 at the end of the course. Students are also expected to complete a significant piece of independent coursework, which is worth 25% of the overall A Level mark

Topic 7: Superpowers

Superpowers can be developed by a number of characteristics. The pattern of dominance has changed over time. Superpowers and emerging superpowers have a very significant impact on the global economy, global politics and the environment. The spheres of influence between these powers are frequently contested, resulting in geopolitical implications.

Topic 5: The Water Cycle and Water Insecurity

Water plays a key role in supporting life on earth. The water cycle operates at a variety of spatial scales and also at short- and long-term timescales, from global to local. Physical processes control the circulation of water between the stores on land, in the oceans, in the cryosphere, and the atmosphere. Changes to the most important stores of water are a result of both physical and human processes. Water insecurity is becoming a global issue with serious consequences and there is a range of different approaches to managing water supply.

Topic 6: The Carbon Cycle and Energy Security

A balanced carbon cycle is important in maintaining planetary health. The carbon cycle operates at a range of spatial scales and timescales, from seconds to millions of years. Physical processes control the movement of carbon between stores on land, the oceans and the atmosphere. Changes to the most important stores of carbon and carbon fluxes are a result of physical and human processes. Reliance on fossil fuels has caused significant changes to carbon stores and contributed to climate change resulting from anthropogenic carbon emissions. The water and carbon cycles and the role of feedbacks in and between the two cycles, provide a context for developing an understanding of climate change. Anthropogenic climate change poses a serious threat to the health of the planet. There is a range of adaptation and mitigation strategies that could be used, but for them to be successful they require global agreements as well as national actions.

Topic 8: Migration, Identity and Sovereignty

Globalisation involves movements of capital, goods and people. Tensions can result between the logic of globalisation, with its growing levels of environmental, social and economic interdependence among people, economies and nation states and the traditional definitions of national sovereignty and territorial integrity. International migration not only changes the ethnic composition of populations but also changes attitudes to national identity. At the same time, nationalist movements have grown in some places challenging dominant models of economic change and redefining ideas of national identity. Global governance has developed to manage a number of common global issues (environmental, social, political and economic) and has a mixed record in its success in dealing with them. It has promoted growth and political stability for some people in some places whilst not benefiting others. Unequal power relations have tended to lead to unequal environmental, social and economic outcomes.

Coursework: Independent Investigation

The purpose of this coursework is to test students' skills in independent investigation. Students are required to undertake an independent investigation that involves (but which need not be restricted to) fieldwork. The focus of the investigation must be derived from the specification the student is studying. The guidance for word length is 3000-4000 words. The student defines a question or issue relating to the compulsory or optional content. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The student's report will evidence independent analysis and evaluation of data, presentation of data findings and extended

Assessment:

Formal external assessment of the A2 elements of the Edexcel GCE Geography course, take place at the end of Year 13 by examination. To assess academic progress during Year 13, students are tested regularly using past Edexcel AS exam papers and essays. These assessments are completed both in class and at home and are assessed before being fed back to students. They are also used as the working grades which are reported to parents on a termly basis.

Homework expectations/key deadlines:

Students should expect to receive 90 minutes of formal Geography homework per week. Homework is an integral part of the students learning and will be directly related to classroom teaching. Students are also expected to spend an additional 90 minutes informally each week, reading around the subject, improving knowledge and understanding to reinforce the work covered in class.

Students will also be expected to attend two days of compulsory fieldwork.

Enrichment:

Enrichment and extension activities include after school sessions provided in the summer term to improve student examination technique. These sessions take the form of online seminars delivered by Edexcel course leaders.