



# **Teddington Sixth Form**

## **A Level Geography**

**Course Details & Transition Tasks**  
**2020-2022**

## Course overview

### Exam Board – AQA (7037)

This course is comprised of three components taught across two years. The weighting and sections of each topic are shown below.

Component	Topics	How is it assessed?
1. Physical Geography	<ul style="list-style-type: none"> <li>▪ Section A: Water and carbon cycles (36 marks)</li> <li>▪ Section B: Coastal systems and landscapes (36 marks)</li> <li>▪ Section C: Hazards (48 marks)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written exam: 2 hours 30 minutes</li> <li>▪ 120 marks</li> <li>▪ 40% of A-level</li> </ul>
2. Human Geography	<ul style="list-style-type: none"> <li>▪ Section A: Global systems and global governance (36 marks)</li> <li>▪ Section B: Changing places (36 marks)</li> <li>▪ Section C: Contemporary urban environments (48 marks)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Written exam: 2 hours 30 minutes</li> <li>▪ 120 marks</li> <li>▪ 40% of A-level</li> </ul>
3. Fieldwork investigation	<p>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.</p>	<ul style="list-style-type: none"> <li>▪ 3,000–4,000 words</li> <li>▪ 60 marks</li> <li>▪ 20% of A-level</li> <li>▪ Marked by teachers</li> <li>▪ Moderated by AQA</li> </ul>

## Course outline and topics

The following table is an overview of the units and some of the case studies that you will be exposed to across the two years. Some of these topics will build on pre-existing knowledge from your GCSE and some will be entirely new. Please refer to the A Level AQA specification for more in depth detail about the topic contents.

Year 12		
Topic	General Overview	Case studies
Water and carbon	This section focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography.	Case study of a rainforest setting that looks at environmental change and human activity.  Case study of a river catchment and the impacts it may have.
Changing places	This section focuses 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.	Local place study exploring the developing character of a place local to the home or study centre.  Contrasting place study exploring the developing character of a contrasting and distant place.
Coastal Systems and landscapes	This section focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. It also looks at coastal management and restoration.	Case studies of coastal environments at a local scale to illustrate and analyse fundamental coastal processes, challenges and management. Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.

Year 13		
Topic	General Overview	Case studies/ Skills
Hazards	This section 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, students can engage with many dimensions of the relationships between people and the environments they occupy.	<p>Case Study of a multi-hazardous environment that explores the way people perceive and manage hazards. It also looks at the various impacts of a variety of hazards.</p> <p>Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</p>
Global systems and governance	This section focuses on globalisation and the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. The topic also looks at the emergence of global governance and the concept of global commons.	Case studies of a variety of TNC examples as well as international treaties such as The Antarctic Treaty (1959) and the role of international organisations such as the WHO.
Contemporary urban environments	This section focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion.	Case studies of two contrasting urban areas to illustrate and analyse key themes such as economic and social wellbeing and the impact of physical environment conditions.

Fieldwork and Geographical Skills	
Topic	Explanation and structure
Fieldwork (NEA)	<p>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. The investigation will 3,000–4,000 words, worth 60 marks and has 20% weighting of the A-level.</p> <p>The investigation will link directly to a range of geographical skills.</p>
Geographical skills	<p>Competence in geographical skills should be developed during study of the course content, in an integrated way and not as a separate theme or topic. While the relative balance of quantitative and qualitative methods and skills will differ between each of the core elements and the options, students must be introduced to a roughly equal balance of quantitative and qualitative methods across the specification.</p> <p><b>Qualitative Skills and Quantitative Skills-</b></p> <ul style="list-style-type: none"> <li>• Using skills such as interviewing, visual analysis, contextual and ethical understanding.</li> <li>• Using GIS data to collect, analyse and present data</li> <li>• Measurement of data, identifying errors in data, sampling of data, analysing data and manipulating data.</li> </ul> <p><b>Core Skills</b></p> <ul style="list-style-type: none"> <li>• Being able to annotate and illustrate visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery.</li> <li>• Literacy – use of factual text and discursive/creative material and coding techniques when analysing text.</li> <li>• Numeracy – use of number, measure and measurement.</li> <li>• Questionnaire and interview techniques.</li> </ul> <p><b>Cartographic Skills</b></p> <ul style="list-style-type: none"> <li>• Atlas and weather map skills.</li> <li>• Maps with located proportional symbols.</li> <li>• Maps showing movement – flow lines, desire lines and trip lines.</li> <li>• Maps showing spatial patterns – choropleth, isoline and dot maps.</li> </ul> <p><b>Graphical Skills</b></p> <ul style="list-style-type: none"> <li>• Line/ Bar / Scatter graphs – simple, comparative, compound and divergent.</li> <li>• Pie charts and proportional divided circles.</li> <li>• Graphs with logarithmic scales.</li> <li>• Dispersion diagrams.</li> </ul> <p><b>Statistical Skills</b></p> <ul style="list-style-type: none"> <li>• Measures of central tendency – mean, mode, median.</li> <li>• Measures of dispersion – range, inter-quartile range and standard deviation.</li> <li>• Inferential and relational statistical techniques to include Spearman’s rank correlation and Chi-square test and the application of significance tests.</li> </ul> <p><b>ICT Skills</b></p> <ul style="list-style-type: none"> <li>• Use of remotely sensed data (as described above in Core skills).</li> <li>• Use of electronic databases.</li> <li>• Use of innovative sources of data such as crowd sourcing and ‘big data’.</li> <li>• Use of ICT to generate evidence of many of the skills provided above such as producing maps, graphs and statistical calculations.</li> </ul>

## Textbooks

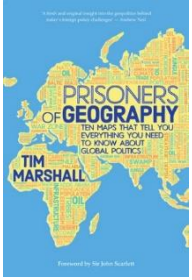
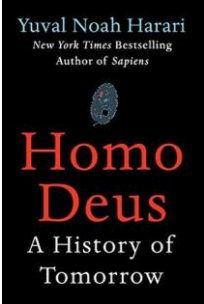
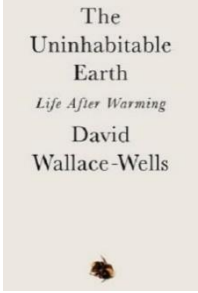
Below is a list of textbooks that we will use through the course. We have some class sets of these books at school, but you may wish to have your own.

Title	Cover	Overview
<p>AQA A-level Geography Fourth Edition</p> <p>Authors: Ian Whittaker, Paul Abbiss, Helen Fyfe, Philip Banks, Malcolm Skinner</p>		<p>Contains both physical and human geography content.</p>
<p>AQA Geography A Level and AS Physical Geography Student Book</p> <p>Authors: Simon Ross, Tim Bayliss, Lawrence Collins, Alice Griffiths</p>		<p>Used for Physical Geography.</p>
<p>AQA Geography A Level and AS Human Geography Student Book</p> <p>Authors: Simon Ross, Tim Bayliss, Lawrence Collins, Alice Griffiths</p>		<p>Used for Human Geography.</p>
<p>Revision guide</p> <p>A-Level Geography: AQA Year 1 &amp; 2 Complete Revision &amp; Practice (CGP A- Level Geography) Paperback – 22 Aug. 2017</p>		<p>Great revision guides that summaries content. Limited questions in this book.</p>

## Wider reading

Below is a list of books that will be useful in your studies. This list is not exhaustive by all means- you will be given access to a more extensive list at the start of the course with a range of media types, but these ones will provide you with good knowledge of a range of areas. They have also been picked as they are very interesting, modern and relevant.

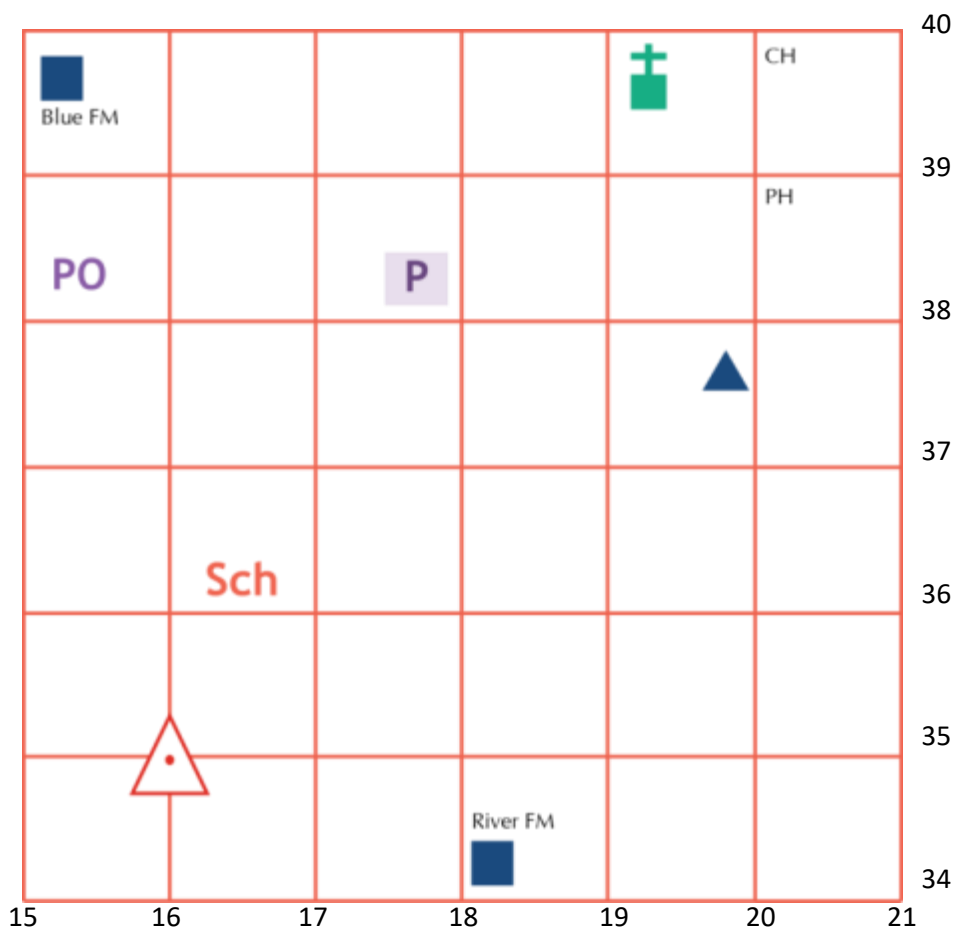
**\*\*These books are not an essential requirement - they are just extra wider reading.**

Title	Cover	Overview
<p>Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics</p> <p>by Tim Marshall</p>		<p>An award-winning journalist uses ten maps of crucial regions to explain the geo-political strategies of the world powers.</p> <p>A very interesting read.</p>
<p>Homo Deus: A History of Tomorrow</p> <p>by Yuval Noah Harari</p>		<p>This book looks the development of Humans in a modern world. It explains how humans have made rapid progress in economic and social areas, and explores a world where humans move away from plague, famine and war and presents challenges that the earth and humans may face in the future.</p> <p>A great read with lots of data and knowledge.</p>
<p>The Uninhabitable Earth: Life After Warming</p> <p>by David Wallace-Wells</p>		<p>This book really gets you thinking about climate change and the future of the earth. It presents you with mind shocking statistics about sea level rising, increasing hazards and the consumption of energy.</p> <p>It's a very interesting read and its relatable and current.</p>

## Transition Tasks

Below is a series of induction tasks that need to be completed.

### Task 1 – Geographical skills



**1.1** Give the six-figure grid reference for the symbols below using the image above:

Feature	Six-figure reference	Feature	Six-figure reference
Blue farm		Church with tower	
Youth hostel		River farm	
Car park		Triangulation point	
School		Pub	
Post office		Clubhouse	

**1.2** Draw these symbols onto the grid in the correct locations:

- |                                |                                    |                             |
|--------------------------------|------------------------------------|-----------------------------|
| <b>Windmill:</b> 171 345       | <b>Information centre:</b> 202 378 | <b>Bus station:</b> 158 362 |
| <b>Nature reserve:</b> 185 385 | <b>Viewpoint:</b> 180 350          | <b>Campsite:</b> 152 372    |



**1.3** Use the instructions below to draw a sketch of Photo 1:

Follow these key steps to draw your sketch:

1. Draw a box to put your sketch into and then divide this box into four. Ensure you draw the division lines lightly so that they can be rubbed out. These four boxes will help you to focus on each area of the photograph.
2. Draw in the important details such as coastal features, rivers and hills – this is anything that shapes the land.
3. Draw in the other details such as buildings and forests.
4. Annotate and label your sketch. Consider both the physical and human features. These should be labelled with geographical reasoning. Then rub out the guidelines that you put in.

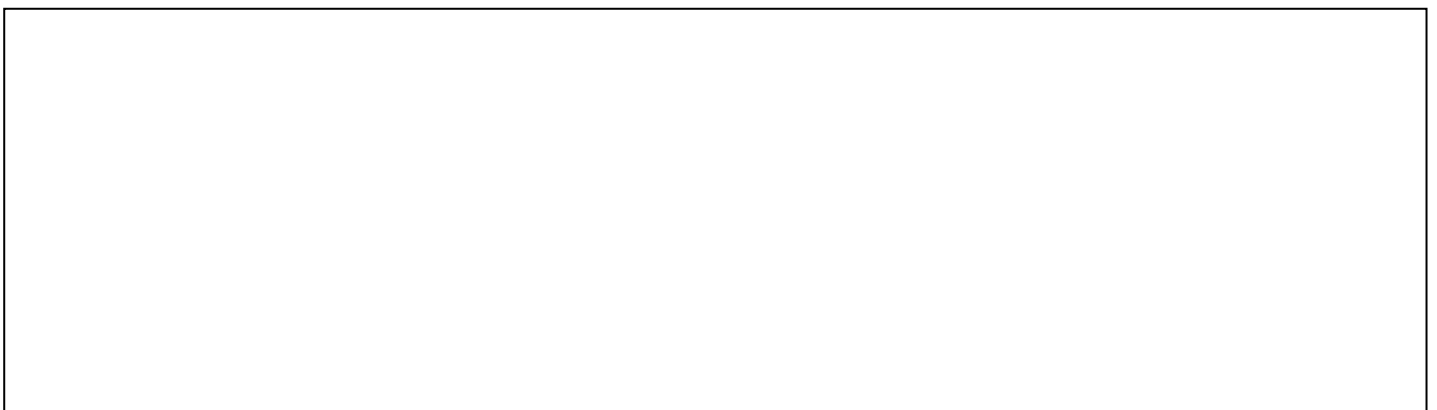
Photo 1: Carding Mill Valley



**1.4** In the space below draw a series of diagrams or a single diagram to show how one of those landforms is formed. Remember to annotate your diagram. Each annotation should have an arrow pointing to the exact feature you are describing/explaining.

**Choose one of the following:**

1. Formation of a waterfall
2. Formation of a stack
3. Formation of a wave-cut platform



1.5 Work out the percentage for each vehicle type, then complete the pie chart below.

*Scenario: A group of students counted the different types of vehicles passing them during a one-hour period. The results are in the table below.*

Vehicle type	Number passing in one hour	Percentage
Car	37	
Lorry	4	
Emergency vehicle	1	
Bicycle	12	
Bus or Coach	6	
Van	4	

Total number of vehicles in one hour: 64



Vehicle	Degrees	Key
Car		
Lorry		
Emergency		
Bicycle		
Bus/Coach		
Van		

1.6 Calculate the interquartile Range for the following:

A. 17, 13, 14, 17, 23, 25, 17, 11, 9, 19, 23

Lower quartile: .....

Upper quartile: .....

IQR: .....

B. 4, 8, 16, 25, 23, 4, 4, 29, 31, 33, 4

Lower quartile: .....

Upper quartile: .....

IQR: .....

**Remember:**  
The IQR is the difference between the 25<sup>th</sup> (lower) and 75<sup>th</sup> (upper) quartiles. You will need to put the data in numerical order first.

## Task 2 – Natural Hazards

### 2.1 Define the following words

Term	Definition
Disaster	
Prediction	
Hazard perception	
Geophysical	
Hydrological	
Atmospheric	

### 2.2 State how a natural event becomes a natural disaster.

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### 2.3 Identify which of the following is a natural hazard:

- A. An earthquake in an uninhabited region.
- B. Air pollution in an industrial city.
- C. A storm surge along a heavily populated coastline.
- D. Loss of coral reef biodiversity due to a rise in sea water temperature.

### 2.4 Which one of the following provides the best definition of a natural hazard?

- A. An event that has threatened life and property.
- B. A disaster in a natural area with a low human population.
- C. A natural event that has directly caused the deaths of 100 people or more.
- D. A natural event that has directly caused any people to be injured or killed.

### 2.5 Finish off the sentences below:

When tectonic plates meet, we call it a plate ..... The 3 main types of plate margin are ..... and ..... and ..... margins. Tectonic plates move according to the movements below in the.....

### 2.6 Research the 2011 Tōhoku earthquake and tsunami in Japan and answer the following questions:

Question	Answer
A. What day and what year did it occur?	
B. What parts of the country did it effect?	
C. What were some primary impacts of the event?	
D. What were some secondary impacts of the event?	
E. Describe how the government and people responded to the hazard.	

### Task 3 – Coasts

3.1 Define the following terms:

Term	Definition
Subaerial erosion	
Weathering	
Mass movement	
Beach nourishment	
Hold the line	
Advance the line	
Emergent Landform	
Submergent Landform	
Sediment cell	
Spring tide	
Neap tide	

**Independent Research**

**3.2** How does the geological structure of the coast influence the development of coastal landscapes?

<http://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html>

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**3.3** What effect will sea level rise have on coastlines?

<http://www.theguardian.com/environment/sea-level>

<http://www.bgs.ac.uk/discoveringGeology/climateChange/general/coastalErosion.html>

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**3.4** Why is Bangladesh so at risk from coastal flooding?

<https://public.wmo.int/en/media/news/coastal-flooding-forecasts-save-lives-bangladesh>

[http://coolgeography.co.uk/A-level/AQA/Year%2012/Rivers\\_Floods/Flooding/Bangladesh/Bangladesh.htm](http://coolgeography.co.uk/A-level/AQA/Year%2012/Rivers_Floods/Flooding/Bangladesh/Bangladesh.htm)

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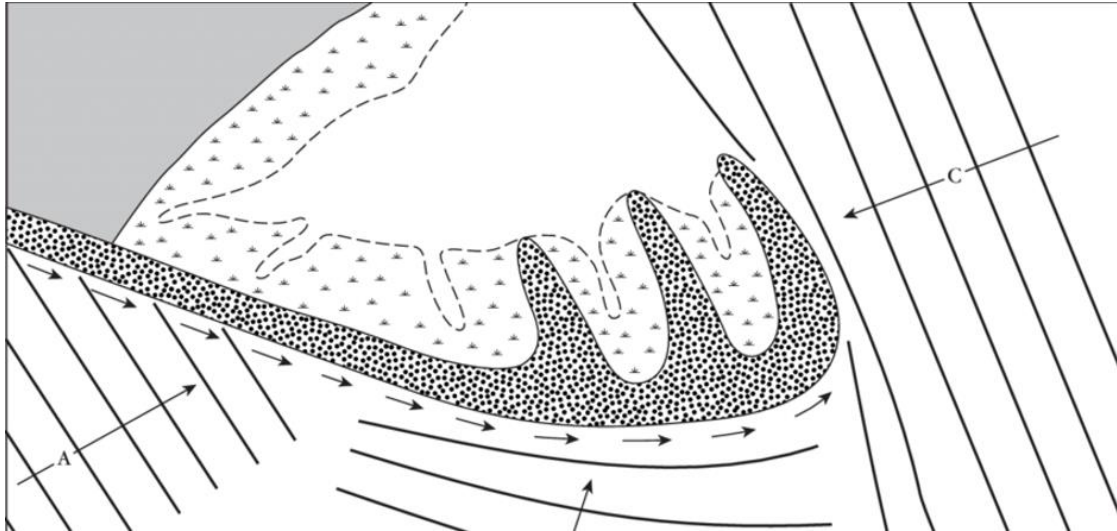
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3.5 Annotate this image of a recurved spit and describe its formation.




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3.6 Find two images representing a range of mass movement along the coastline. Annotate them in detail and include examples of where they have occurred around the world.

Annotated diagram of a type of mass movement e.g. slumping	Located example - where, when, why?

## Task 4 – Changing places & contemporary urban environments

4.1 Define the following words:

Term	Definition
Location	
Local	
Sense of Place	
Endogenous Factors	
Exogenous Factors	
Subjective	

4.2 State the definition of 'Place'?

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4.3 Research and make a list of Qualitative and Quantitative sources. (Find at least 6...)

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4.4 For a local place of your choice (e.g. your hometown), describe its characteristics giving your own opinion, as well as using a variety of media sources and quoting numerical data/graphs. (Stick them below or create a new page).

The ONS website is a useful starting point for finding out about your local place. You can download data on characteristics such as population, health and crime and use these to produce maps and graphs. Go to [www.ons.gov.uk](http://www.ons.gov.uk)

## Task 5 – Globalisation

**5.1** Research the Antarctic treaty (1959), then answer the questions:

- A. When does the treaty end?
- B. Give three rules laid down by the treaty
- C. Why do you think the treaty is needed? What do you think will happen to Antarctica without a treaty?

**5.2** Research an example of a TNC and answer the following questions:

- A. What is the name of the TNC?
- B. What is the country of origin?
- C. What countries does it operate in?
- D. What are some advantages and disadvantages of the TNC operating in other countries?

**5.3** Research the following international organisations and answer the questions in the table.

	<b>When was it founded?</b>	<b>Why was it needed? What is its main aim?</b>	<b>How many countries are members of it?</b>
<b>The International Monetary fund (IMF)</b>			
<b>The World Health organisation (WHO)</b>			
<b>The World Bank</b>			



## Task 6 – Research and ICT Skills

6.1 Using the links below create an A3 poster on Antarctica and the Southern Ocean.

You need to answer the following questions:

- What is the location of Antarctica?
- What is its Physical and Human Geography?
- What is its Climate?
- Why does Antarctica present a unique environment that needs to be protected?
- What are the threats to Antarctica?
- How is Antarctica currently being protected?

Use the links below to help you;

[www.discoveringantarctica.org.uk](http://www.discoveringantarctica.org.uk) - Educational website for The