

Welcome to Geography A-level.

Lesson 1

EDEXCEL A-Level

Why choose Edexcel A Level Geography?

We've listened to feedback from all parts of the geography subject community, including hundreds of fellow teachers. We've used this opportunity of curriculum change to redesign a qualification that is engaging and relevant to today's geographers – a qualification that enables your students to engage critically with real world issues and places, apply their own geographical knowledge, understanding and skills to make sense of the world around them, and to help prepare them to succeed in their chosen pathway.

Engaging and contemporary issues-based approach

Our specifications offer an issues-based approach to studying geography, enabling students to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, responses to hazards, water insecurity and climate change.

Supports progression to undergraduate level geography

The specification content gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment questions and issues, and to become critical, reflective and independent learners.

Straightforward and flexible content structure

This specification has four equally-weighted content areas of study, offering both compulsory and optional content, assessed through three external assessments and one piece of non-examination assessment.

AS and A Level qualifications that are co-teachable

Centres co-teaching AS and A Level can deliver Area of study 1 Dynamic Landscapes and Area of study 2 Dynamic Places in the first year, allowing students to be entered for the AS at the end of year 12.

Clear assessments that offer all students the chance to succeed

Externally-examined papers provide gradual progression in demand throughout the topics and consistent use of 8 different command words so it is clear what the question is asking. Our A Level Geography non-examination assessment is straightforward to deliver and manageable.

Confidence in geographical skills and fieldwork

Content is framed by enquiry questions that encourage an investigative and evaluative approach to learning. We have signposted where and how geographical skills and fieldwork should be embedded in teaching. Our A Level assessment will integrate the assessment of geographical skills with knowledge and understanding.

Holistic understanding of geography

This specification will encourage students to make links between different geographical themes, ideas and concepts through synoptic themes embedded in the compulsory content.

Support progression from Key Stage 4

The content builds on the understanding developed at KS4, avoiding unnecessary repetition while also ensuring that students new to the subject are appropriately supported.

| | |
|---|---|
| Paper 1 (Paper code: 9GE0/01) | Paper 3 (*Paper code: 9GE0/03) |
| <p>Written examination: 2 hours and 15 minutes 30% of the qualification 105 marks</p> | <p>Written examination: 2 hours and 15 minutes 20% of the qualification 70 marks</p> |
| <p>Content overview¹</p> <ul style="list-style-type: none"> • Area of study 1, Topic 1: Tectonic Processes and Hazards • Area of study 1, Topic 2: Landscape Systems, Processes and Change – including optional sub-topics from which students choose one from two: <i>2A: Glaciated Landscapes and Change</i> or <i>2B: Coastal Landscapes and Change</i> • Area of study 3, Topic 5: The Water Cycle and Water Insecurity • Area of study 3, Topic 6: The Carbon Cycle and Energy Security | <p>Content overview</p> <p>The specification contains three synoptic themes within the compulsory¹ content areas:</p> <ul style="list-style-type: none"> • Players • Attitudes and actions • Futures and uncertainties. <p>The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.</p> |
| <p>Assessment overview</p> <p>An externally-assessed written examination comprising three sections.</p> <p>Section A relates to <i>Topic 1: Tectonic Processes and Hazards</i>.</p> <p>Section B relates to <i>Topic 2: Landscape Systems, Processes and Change</i>. Students answer questions on either <i>Topic 2A: Glaciated Landscapes and Change</i> or <i>Topic 2B: Coastal Landscapes and Change</i>.</p> <p>Section C relates to <i>Topic 5: The Water Cycle and Water Insecurity</i> and <i>Topic 6: The Carbon Cycle and Energy Security</i>.</p> <p>The examination may include short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.</p> | <p>Assessment overview</p> <p>An externally-assessed written examination. A resource booklet will contain information about the geographical issue.</p> <p>All questions in the examination draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course.</p> <p>The examination may include short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.</p> |
| Paper 2 (Paper code: 9GE0/02) | Non-examination assessment: Independent Investigation (9GE0/04) |
| <p>Written examination: 2 hours and 15 minutes 30% of the qualification 105 marks</p> | <p>Non-examined assessment 20% of the qualification 70 marks</p> |
| <p>Content overview¹</p> <ul style="list-style-type: none"> • Area of study 2, Topic 3: Globalisation • Area of study 2, Topic 4: Shaping Places – including optional sub-topics from which students choose one from two: <i>4A Regenerating Places</i> or <i>4B Diverse Places</i> • Area of study 4, Topic 7: Superpowers • Area of study 4, Topic 8: Global Development and Connections – including optional sub-topics from which students choose one from two: <i>8A Health, Human Rights and Intervention</i> or <i>8B Migration, Identity and Sovereignty</i> | <p>Content overview</p> <ul style="list-style-type: none"> • The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification • The student’s investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data • The fieldwork, which forms the focus and context of the individual investigation, may be either human, physical or integrated physical-human • The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing • Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/or location. |
| <p>Assessment overview</p> <p>An externally-assessed written examination comprising three sections.</p> <p>Section A relates to <i>Topics 3 and 7: Globalisation/Superpowers</i>.</p> <p>Section B relates to <i>Topic 4: Shaping Places</i>. Students answer questions on either <i>Topic 4A: Regenerating Places</i> or <i>Topic 4B: Diverse Places</i>.</p> <p>Section C relates to <i>Topic 8: Global Development and Connections</i>. Students answer questions on either <i>Topic 8A: Health, Human Rights and Intervention</i> or <i>Topic 8B: Migration, Identity and Sovereignty</i>.</p> <p>The examination may include short open, open response and resource-linked questions. The</p> | <p>Assessment overview</p> <ul style="list-style-type: none"> • The investigation report is internally assessed and externally moderated. • The student will produce a written report of 3000–4000 words. <p>*See <i>Appendix 12: Codes</i> for a description of this code and all other codes relevant to this qualification.</p> |

Exams

- Types of questions
 - Paper 1 and 2 – 1, 2, 4, 6, 8, 12, 20
 - Paper 3 – 1, 2, 4, 6, 8, 18, 24

Teachers

- Mr Harris – University of York and University of Birmingham
- Miss Robinson – Keele University
- Mrs Goodwin -

Expectations

The same for
staff and
student

- Respect
- Dedication and hard work
- Confidence

Transition

- What did you enjoy at GCSE Geography?
- What did you find comfortable at GCSE Geography?
- What did you find hard at GCSE Geography?
- What do you think transition to an A-level learner includes?

My key changes to an A-level learner

- Engagement and interest levels
- Independence (in and out of lessons)
- Confidence and involvement
- Organisation

Note taking

- No spoon feeding!
- You are in control of your knowledge – we will facilitate and discuss but you will be in control.

How many words can we reduce this too?

The decline in manufacturing employment in the West Midlands Region of England has been dramatic. This paper situates the changes in the economy of the region in the context of the changing international and national economies. It is argued that the shift in trading patterns from the old Empire towards Europe and North America made manufacturing sectors more vulnerable to competition both in the home market and in the overseas markets. This vulnerability has been exacerbated by the high value of sterling at certain crucial periods.

National economic conditions and policies have also had detrimental effects on the regional economy, especially demand-management policies, which concentrated on consumer credit. The development of the vehicle sector has been disrupted by frequent and sudden changes in credit regulations. In addition to these problems, there is evidence that credit and labour-market conditions have both hampered development, and there is some evidence that land shortages in the conurbation have been a hindrance.

National government policy towards particular sectors has been applied without major attention being paid to its regional impact. Given the high level of integration of the regional economy, shocks to one part of the economy transmit themselves rapidly to others.

Research and comprehension

Independent research is pivotal to A-level learning

- Sources of information
- Application of information

| Rank | Source |
|------|-----------------------------|
| | The Financial Times |
| | Wikipedia |
| | The Environment Agency |
| | The Guardian |
| | Tik Tok |
| | A-Level Geography text book |
| | A documentary |

Rank from highest to lowest with the highest number being the most reliable source.

Skills

- Graph
- Analysis
- Maths
- Writing
- Research

These skills are going to be the bed rock of our bridging work.

Sixth form 7

Above and beyond the course

Where do we find our extra work?

- Geofactsheet (All include useful reading and useful websites)
- Newspapers
- Magazines
- Internet pages
- Books

Welcome to Geography A-level.

Lesson 2

Infrastructure Investment

Success Criteria:

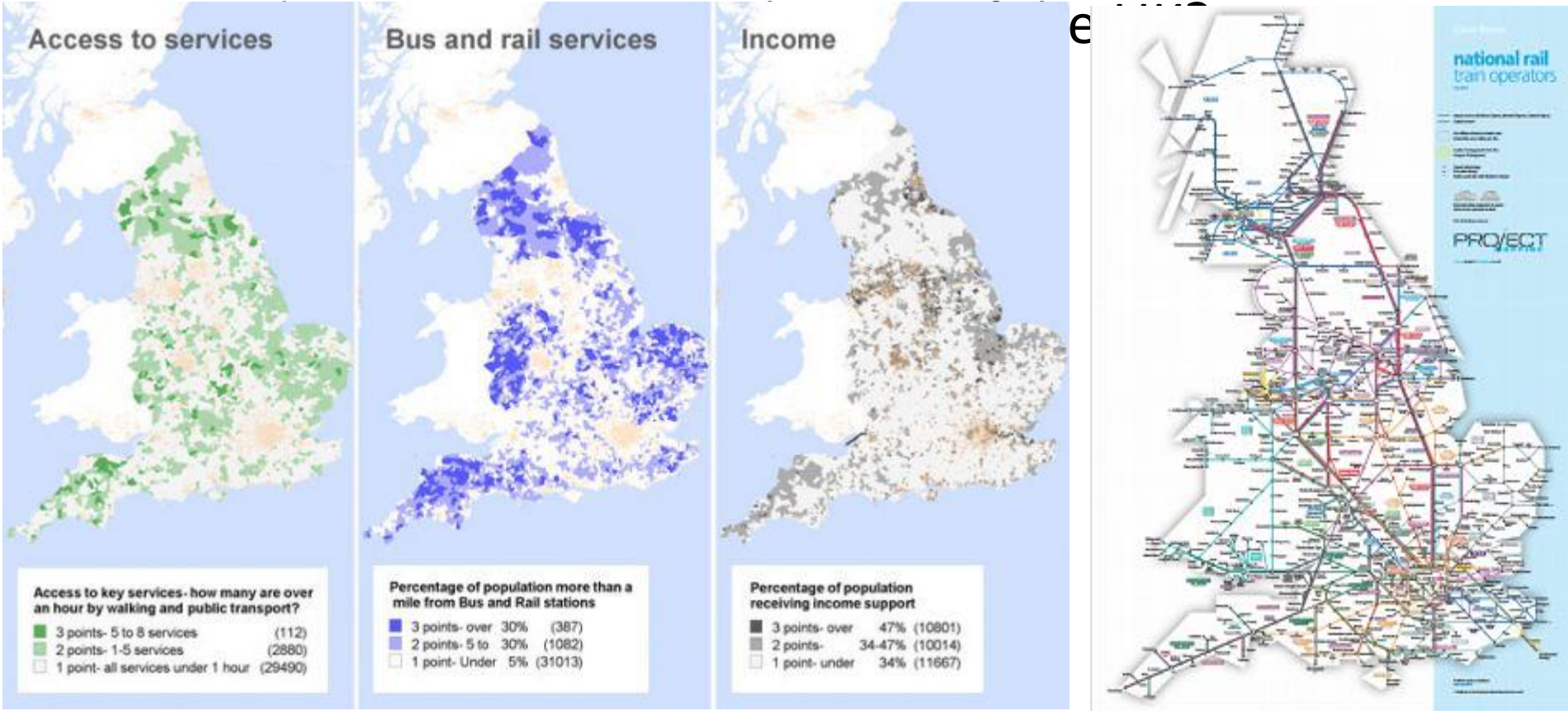
To understand how infrastructure investment by national governments plays a key role in regeneration

**EQ3: HOW IS
REGENERATION
MANAGED?**

**INFRASTRUCTURE INVESTMENT (HIGH SPEED RAIL,
AIRPORT DEVELOPMENT) IN ORDER TO MAINTAIN
GROWTH AND IMPROVE ACCESSIBILITY TO
REGENERATE REGIONS.**

Starter discussion point

- How well developed is the transport infrastructure in the North East?



Infrastructure investment:

- Addressing issues of accessibility is seen as key for maintaining economic growth.
- Infrastructure projects= expensive and longevity (why government funding is needed)
- Since 1980s increasing privatisation and partnerships between government and private financiers.
- Private sector- design, build, run/ maintain public sector assets in return for long-term payments or profits.

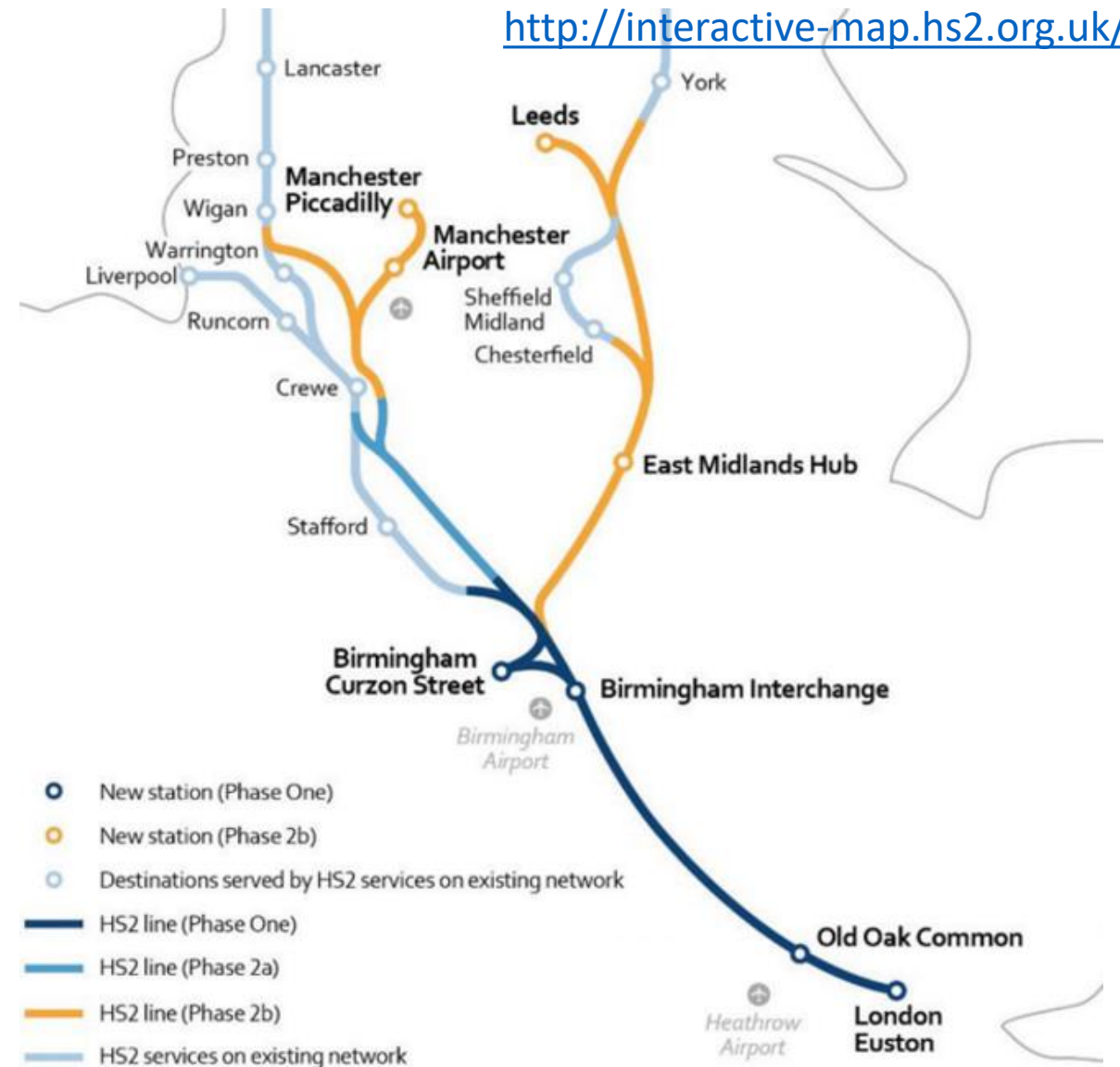
High Speed Two (HS2) Case study



What is HS2?

- The initial plan is for a new railway line between London and the West Midlands carrying 400m-long (1,300ft) trains with as many as 1,100 seats per train.
- They would operate at speeds of up to 250mph - faster than any current operating speed in Europe - and would run as often as 14 times per hour in each direction.
- This would be followed by a V-shaped second phase taking services from Birmingham to Manchester and Leeds.
- The Department for Transport says there will be almost 15,000 seats an hour on trains between London and the cities of Birmingham, Manchester and Leeds - treble the current capacity.

<http://www.bbc.co.uk/news/uk-16473296>



https://www.youtube.com/watch?v=9zVoVk_ua9E

<https://www.youtube.com/watch?v=0D9APSdHAnk>

Evaluate how government policy of infrastructure investment can be used as a tool to access regeneration (20 marks)

Rail – HS2



Road – Smart Motorways

Sky – Airport improvements

Conduct your own research on the following 2 examples to help answer the above question

Geofactsheet

- 425 – HS2

How do we write a 20 marker?

Evaluate how government policy of infrastructure investment can be used as a tool to access regeneration (20 marks)

NO HELP

5 minutes – Plan your 20 mark

Think how you were told to write a 9 mark in GCSE – what else do you need to do.

How do we write a 20 marker?

Evaluate how government policy of infrastructure investment can be used as a tool to access regeneration (20 marks)

HELP

| Paragraphs | Content | Skills |
|------------|--------------|--------|
| P1 | Introduction | |
| P2 | Category 1 | |
| P3 | Category 2 | |
| P4 | Category 3 | |
| P5 | Category 4 | |
| P6 | Conclusion | |

| Skills |
|-------------|
| Evidence |
| Definitions |
| Evaluation |
| Explanation |
| Judgement |

BLT Paragraphs in all of the 4 main body paragraphs