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Our A Level Success in 2019

A*-B –
20%

A*-C –
80%

A*-E –
100%

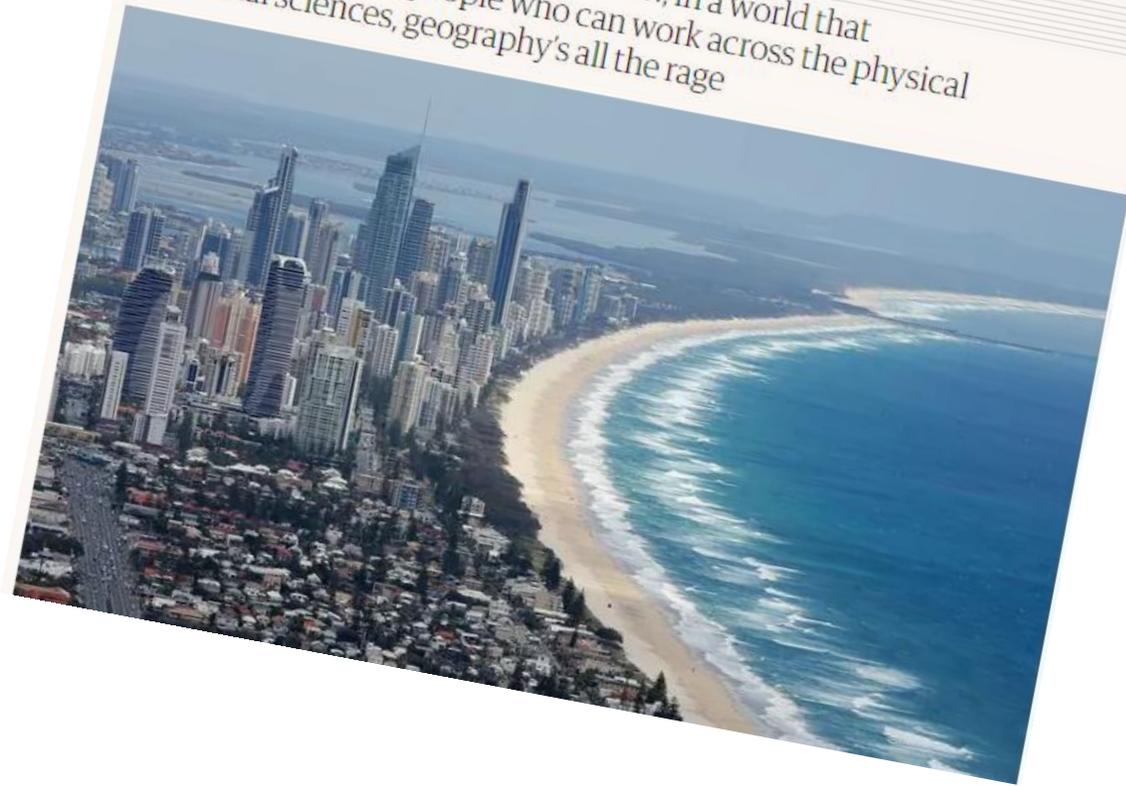
ALPs 4 score
= the top 50%
in the country

Value added
A – 0.47 (This
translates as
our students
achieving half
a grade above
their target)

Why choose geography?

The Guardian view on geography: it's the
must-have A-level
Editorial

It used to be a Cinderella subject. Now, in a world that increasingly values people who can work across the physical and social sciences, geography's all the rage



I've combined my A Level geography with biology, English and history. It's a good mix as it includes both arts and sciences and ensured flexibility for my future, although you can combine almost any subject to tie in with geography. So far I feel I'm a bit more of a physical geographer and a field trip to Iceland really brought my interest in glaciology to life. I'm now making my university choices - geography of course! - and then off it's off to work on a coral reef project as part of my gap year.

Ant, Essex

Geography at
A Level



Who will be teaching geography?



Miss Richardson

BA Human Geography (Hons)
University of Sheffield

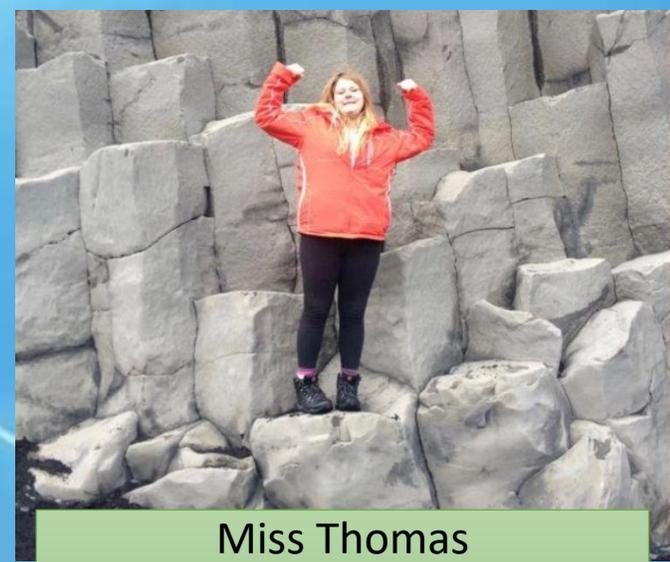
A combination of both
human and physical units



Ms Cook

BA Human Geography (Hons)
University of Sheffield

A combination of both human
and physical units



Miss Thomas

BA Human Geography (Hons)
University of Sheffield



Mr Needham

BSc Human Geography
(Hons) University of Sheffield

How will the course be examined?

Paper 1

- 2hrs 15 mins
- 105 marks
- Tectonic Processes and Hazards
- Coastal Landscapes and change
- The Water Cycle and Water Insecurity and
- The Carbon Cycle and Energy Security.

Paper 2

- 2hrs 15 mins
- 105 marks
- Globalisation
- Superpowers
- Regenerating Places
- Health and Human Rights

Paper 3

- 2hrs 15 mins
- 70 marks
- The paper may include open response, calculations and resource-linked questions.
- Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course.

Iceland 2019



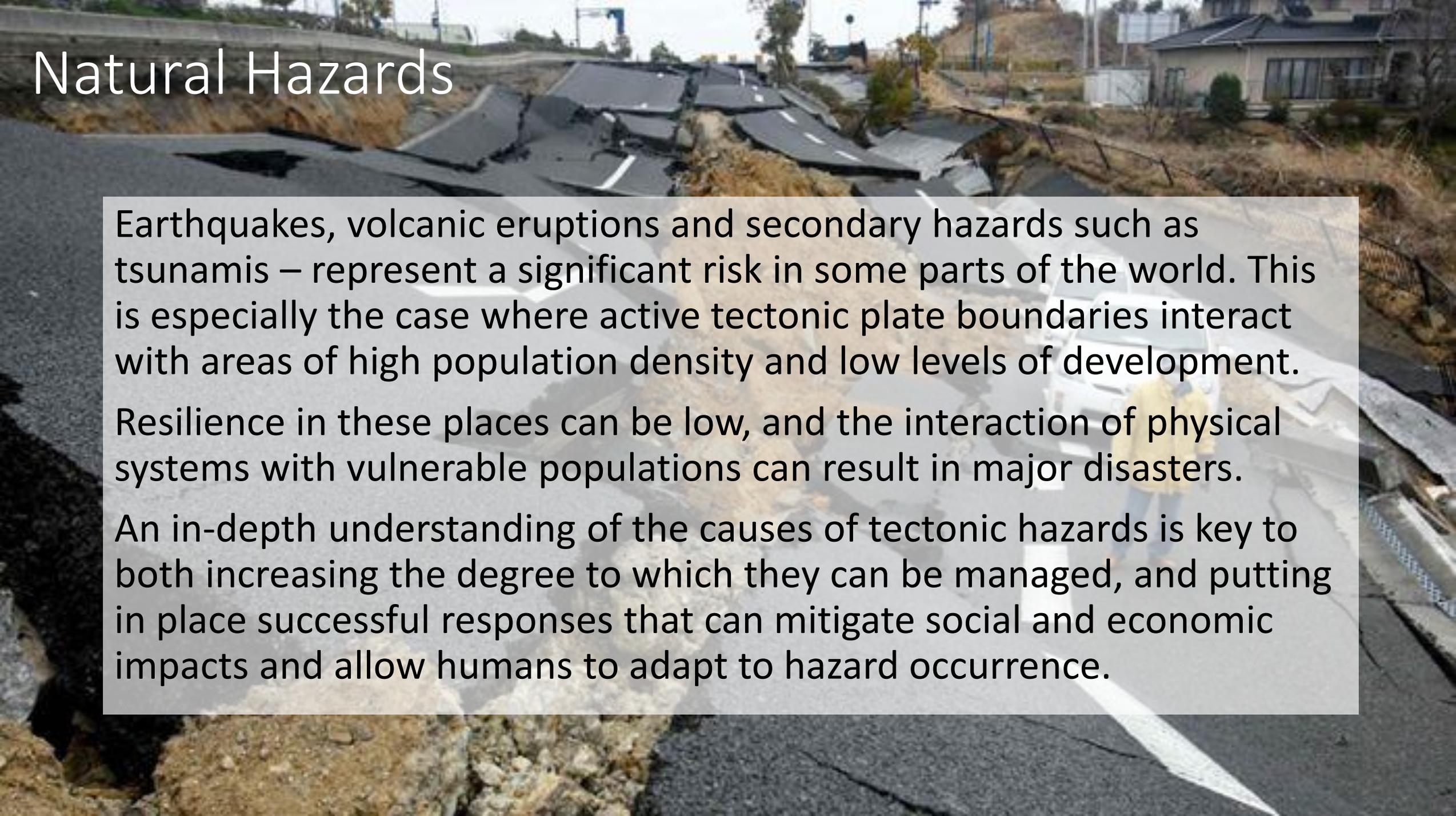
Coastal Landscapes and Change



Coastal landscapes develop due to the interaction of winds, waves and currents, as well as through the contribution of both terrestrial and offshore sources of sediment. These flows of energy and variations in sediment budgets interact with the prevailing geological and lithological characteristics of the coast to operate as coastal systems and produce distinctive coastal landscapes, including those in rocky, sandy and estuarine coastlines.

These landscapes are increasingly threatened from physical processes and human activities, and there is a need for holistic and sustainable management of these areas in all the world's coasts.

Natural Hazards

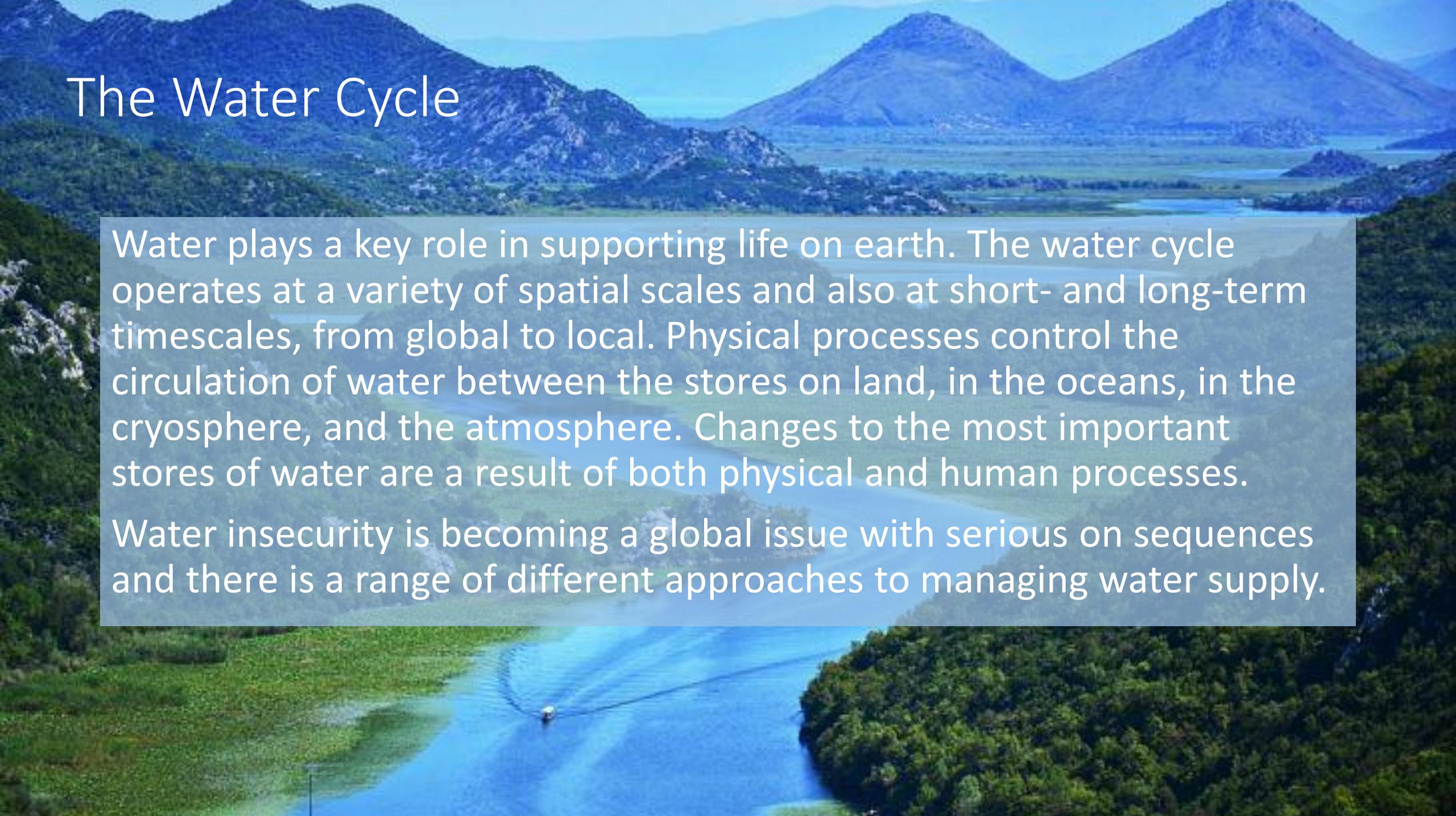


Earthquakes, volcanic eruptions and secondary hazards such as tsunamis – represent a significant risk in some parts of the world. This is especially the case where active tectonic plate boundaries interact with areas of high population density and low levels of development.

Resilience in these places can be low, and the interaction of physical systems with vulnerable populations can result in major disasters.

An in-depth understanding of the causes of tectonic hazards is key to both increasing the degree to which they can be managed, and putting in place successful responses that can mitigate social and economic impacts and allow humans to adapt to hazard occurrence.

The Water Cycle

A scenic landscape featuring a wide river flowing through a valley. In the background, there are several large, rugged mountains under a clear blue sky. The foreground shows a lush green forest on the right bank and a small boat moving down the river, leaving a wake. The overall scene is bright and clear, suggesting a sunny day.

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.

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.

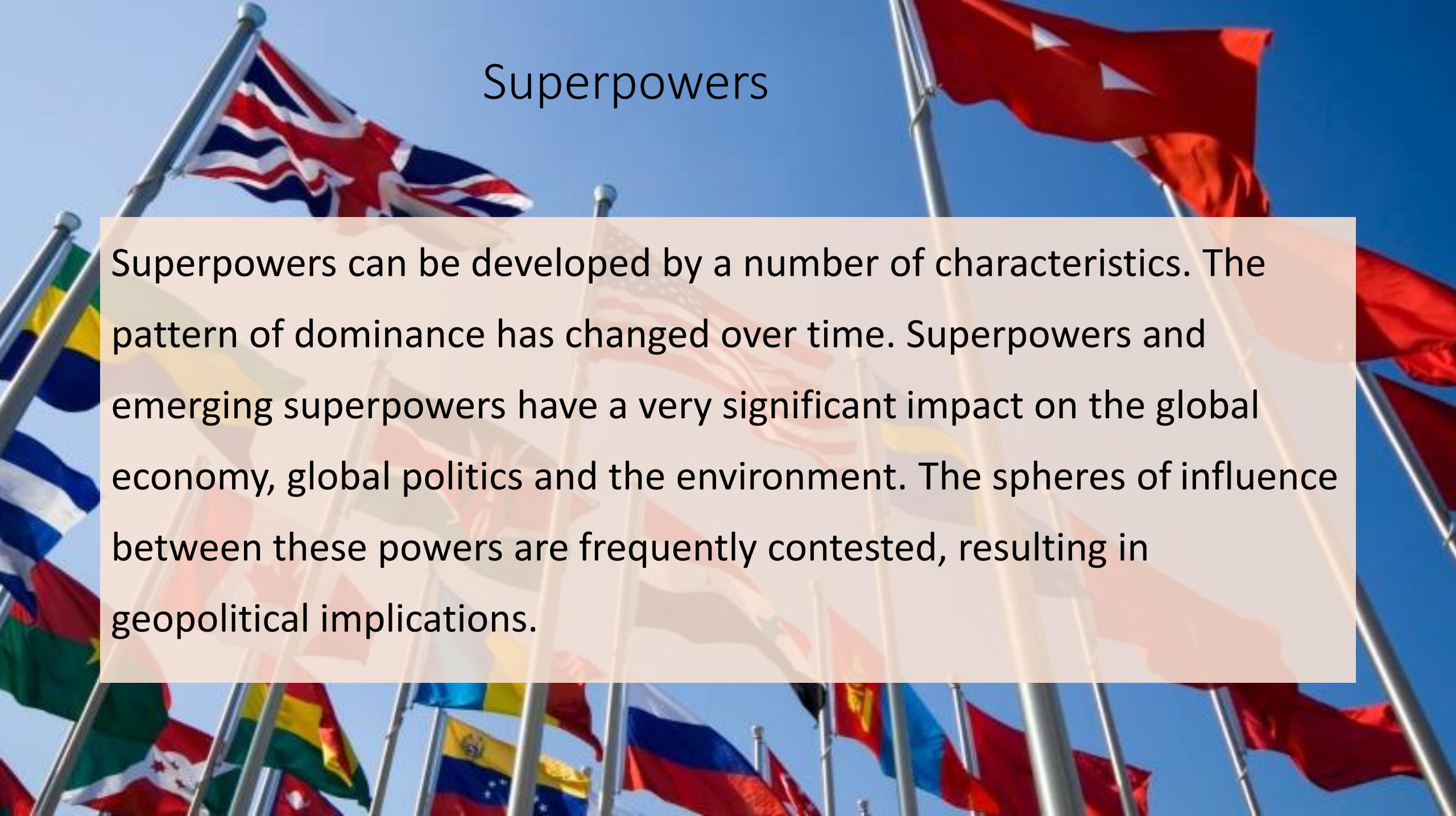
Globalisation



Globalisation and global interdependence continue to accelerate, resulting in changing opportunities for businesses and people. Inequalities are caused within and between countries as shifts in patterns of wealth occur. Cultural impacts on the identity of communities increase as flows of ideas, people and goods take place.

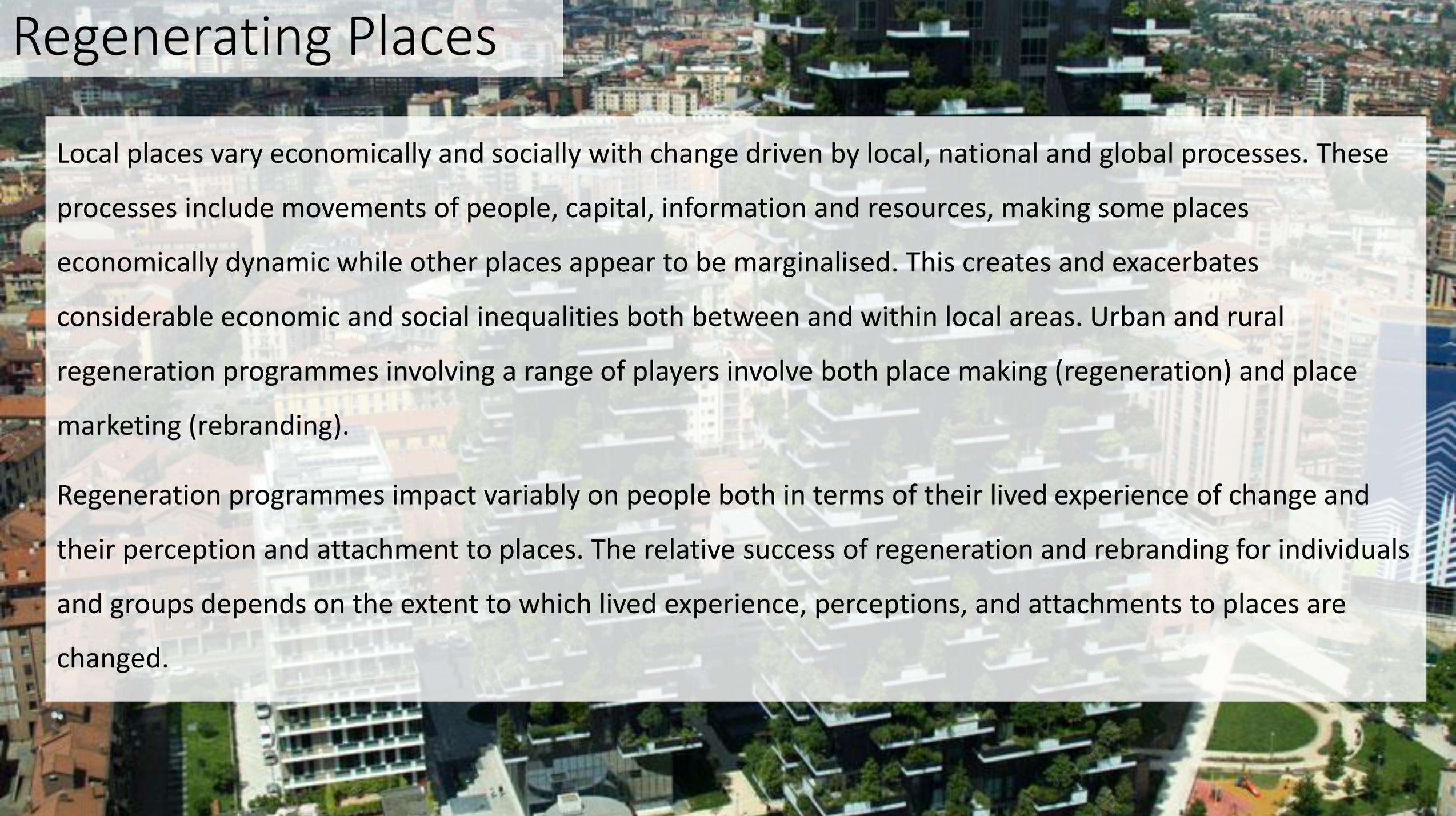
Recognising that both tensions in communities and pressures on environments are likely, will help players implement sustainable solutions.

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.

Regenerating Places

An aerial photograph of a city, showing a mix of modern high-rise buildings and older, lower-rise residential structures. The image is used as a background for the text.

Local places vary economically and socially with change driven by local, national and global processes. These processes include movements of people, capital, information and resources, making some places economically dynamic while other places appear to be marginalised. This creates and exacerbates considerable economic and social inequalities both between and within local areas. Urban and rural regeneration programmes involving a range of players involve both place making (regeneration) and place marketing (rebranding).

Regeneration programmes impact variably on people both in terms of their lived experience of change and their perception and attachment to places. The relative success of regeneration and rebranding for individuals and groups depends on the extent to which lived experience, perceptions, and attachments to places are changed.

Health and Human Rights



Traditional definitions of development are based largely on economic measures but have been increasingly challenged by broader definitions based on environmental, social and political quality of life with many new measures used to record progress at all scales in human rights and human welfare. There are variations in the norms and laws of both national and global institutions that impact on decisions made at all scales, from local to global. These decisions lead to a wide range of geopolitical interventions via international and national policies, from development aid through to military campaigns.

The impact of geopolitical interventions on both human health and wellbeing and human rights is variable and contested, with some groups appearing to benefit disproportionately, which can lead to increasing inequalities and injustice.

Non-Examined Assessment

- The students undertake an independent investigation, producing a written report of 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 report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.



Fieldwork



- Y12
- 1 day coastal fieldwork – Lincolnshire Coast
- 1 day urban fieldwork – regeneration in Sheffield

- Y13
- 3 day residential – Holderness coast



PASSED

A*/B 20%

A*-C 80%

A*-E 100%

VA - +0.33

ALPs grade 4