

Geography A Level – Year 12

Exam Board: Edexcel – Course Code: 9GEO

This A Level course will enable you to be inspired by your geographical understanding, to engage critically with real world issues and places, and to apply your geographical knowledge, theory and skills to the world around you. You will grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments.

Unit 1(Autumn Term)

Topic 1: Tectonic Processes and Hazards


Topic 2b: Coastal Landscapes and Change

Unit 2: (Spring Term)


Topic 3: Globalisation

Topic 4A: Regenerating Places

Independent Investigation (NEA – Non-examined Assessment) (Summer Term)



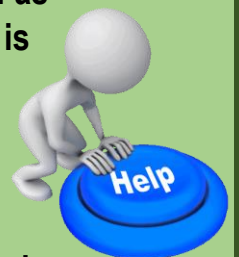
Which topics will I be studying in Year 12?



What are these topics about?

Tectonic Processes and Hazards

Tectonic 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.



Where's the beach gone?



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. You will study examples of landscapes from both inside and outside the UK. You will learn about long-term sea level change and how that differs to contemporary sea level change caused by global warming.

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.

Regenerating Places

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.

You will begin by studying Kings Cross, London, in order to look at economic change and social inequalities. You will then put this local place in context in order to understand how regional, national, international and global influences have led to changes there. You will then study one further contrasting place, Scarborough, Yorkshire, through which you will develop a wider knowledge and understanding about how places change and are shaped. You will get the opportunity to visit both places during Year 12.



Fieldwork

A minimum of four days of fieldwork is compulsory. You will be spending two days in Yorkshire, exploring both human and physical aspects of geography. You will also spend two separate days in Kings Cross preparing for your NEA. Your NEA, non-examined assessment, is based on your own design for a piece of fieldwork that relates to the regeneration of Kings Cross, London. You will be given initial guidance on how to structure an investigation title and supervised on your days in King Cross, but your work will be based entirely on your own ideas. The final piece of written work will be approximately 4000 words long and you will have used lots of data collection, data presentation and analysis skills in compiling your final written piece.



How will I be examined?

This is a linear, two-year course therefore all your exams will take place in the summer term of Year 13.

Paper 1 (Paper code: 9GE0/01)

Written examination: 2 hours and 15 minutes

30% of the qualification

105 marks

Content overview¹

- 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: 2A: *Glaciated Landscapes and Change* or 2B: *Coastal Landscapes and Change*
- Area of study 3, Topic 5: The Water Cycle and Water Insecurity
- Area of study 3, Topic 6: The Carbon Cycle and Energy Security

**You will study Topics
5 and 6 in Year 13**

Paper 2 (Paper code: 9GE0/02)

Written examination: 2 hours and 15 minutes

30% of the qualification

105 marks

Content overview¹

- 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: 4A Regenerating Places or 4B Diverse Places
- 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: 8A Health, Human Rights and Intervention or 8B Migration, Identity and Sovereignty

Paper 3 (*Paper code: 9GE0/03)

Written examination: 2 hours and 15 minutes

20% of the qualification

70 marks

Content overview

The specification contains three synoptic themes within the compulsory¹ content areas:

- Players
- Attitudes and actions
- Futures and uncertainties.

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.

Non-examination assessment: Independent Investigation (9GE0/04)

Non-examined assessment

20% of the qualification

70 marks

Content overview

- 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.

**You will study
Topics 7 and 8A
in Year 13**

These are the textbooks we will be using throughout the course:

