



### Learning Aims and Curriculum Intent:

Students in Year 13 continue with their studies of the International A level 9696 syllabus which develops students' understanding of the principal processes operating within physical geography and human geography, an understanding of the causes and effects of change on natural and human environments, an awareness of the usefulness of geographical analysis to understand and solve contemporary human and environmental problems, the ability to handle and evaluate different types of case study information, the skills to think logically, and to present an ordered and coherent argument in a variety of ways. The course is an excellent foundation for studies beyond the A Level in Geography at higher education level, and for professional courses. The Y13 A level course is delivered by the same two-teacher team who taught the Year 12 Physical and Human Geography A level, respectively.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p><b>Physical Geography: Hazardous environments</b></p> <p><b>9.1 Hazards resulting from tectonic processes</b>            The global distribution of earthquakes and volcanoes related to plate tectonics.            Earthquakes and resultant hazards: shaking, landslides, soil liquefaction, and tsunami.            Volcanoes and resultant hazards: types of eruption and their products (nuées ardentes, lava flows, volcanic mudflows/lahars, volcanic landslides, pyroclastic flows, and ash fallout).            Primary and secondary impacts on lives and property.            Prediction, hazard mapping, preparedness and monitoring of earthquake and volcanic hazards and perception of risk.</p> <p><b>9.2 Hazards resulting from mass movements</b>            Mass movements and resultant hazards: nature and causes.            Impacts on lives and property.            Prediction, hazard mapping, preparedness and monitoring of the hazard and the perception of risk.</p> <p><b>9.3 Hazards resulting from atmospheric disturbances</b>            Global distribution of areas most at risk from large-scale tropical disturbances (cyclones, hurricanes, typhoons) and small-scale atmospheric disturbances (tornadoes).            Processes causing the formation and development of cyclones, hurricanes, typhoons and tornadoes.            Hazards from large-scale atmospheric disturbances: storm surges, coastal flooding, intense rainfall leading to severe river floods and mass movement, and high winds.            Hazards from small-scale atmospheric disturbances: intense precipitation (rain and hail), high winds, and pressure imbalances.            Primary and secondary impacts on lives and property.            Prediction, preparedness and monitoring of large- and small-scale atmospheric disturbances and perception of risk.</p> <p><b>9.4 Sustainable management in hazardous environments</b>            Case study: candidates must study some of the problems of sustainable management of a hazardous environment and evaluate attempted or possible solutions.</p>	<p>An understanding of the nature and use of different types of geographical information, both quantitative and qualitative, and understanding of their limitations.</p> <p>An ability to use and interpret a variety of geographical information in order to identify, describe and explain geographical trends and patterns.</p> <p>An ability to interpret and evaluate information and produce reasoned, sound conclusions.</p> <p>Developing exam technique when responding to a range of question types including [4], [6] mark questions and [20] mark extended essays.</p>	<p>Ongoing regular practice and assessment of past questions from Paper 3 and 4 in class and for homework.</p> <p>Regular [20] mark essay practice based on each sub-unit, with emphasis on evaluating real world case studies.</p> <p>Frequent knowledge checks of students' reading and understanding of case studies using frameworks, tables and summaries of 'stand-out' issues for each case study or exemplar.</p>

	<p><b>Human Geography: Global interdependence</b></p> <p><b>13.1 Trade flows and trading patterns</b> Visible and invisible imports and exports. Global patterns of, and inequalities in, trade flows. Factors affecting global trade (including resource endowment, locational advantage, historical factors such as colonial ties, trade agreements and changes in the global market). The role of the World Trade Organization (WTO) and free trade. Candidates should be able to critically evaluate the impacts of trade on exporting and importing countries. The nature and role of Fairtrade.</p> <p><b>13.2 International debt and international aid</b> The causes, nature and problems of debt for countries. The international debt crisis and debt relief. Different types of international aid and aid donors: relief aid, development aid, tied aid, bilateral aid and multilateral aid. Candidates should be able to critically evaluate the impacts of international aid on receiving countries.</p> <p><b>13.3 The development of international tourism</b> Reasons for, and trends in, the growth of international tourism. The impacts of tourism on the environments, societies and economies (local and national) of tourist destinations. Carrying capacity and the tourism multiplier effect. Recent developments in different types of tourism (including ecotourism). Candidates should be able to critically evaluate the life cycle model of tourism.</p> <p><b>13.4 The management of a tourist destination</b> Case study: candidates must study one tourist area or resort, its growth and development, showing the issues of sustainability it faces and evaluating the impacts of tourism on the destination's environment(s), society, and economy.</p>		
Lent	<p><b>Physical Geography: Coastal environments</b></p> <p><b>8.1 Coastal processes</b> Wave generation and characteristics: fetch, energy, refraction, breaking waves, high and low energy waves, swash, and backwash. Marine erosion: hydraulic action, cavitation, corrosion/abrasion, solution, and attrition. Sub-aerial processes: weathering and mass movement. Marine transportation and deposition: sediment sources and characteristics, sediment cells, and longshore drift.</p> <p><b>8.2 Characteristics and formation of coastal landforms</b> Erosional landforms: cliffs and wave-cut platforms, caves, arches and stacks. Depositional landforms: beaches in cross section (profile) and plan, swash and drift aligned beaches, simple and compound spits, tombolos, offshore bars, barrier beaches, coastal dunes, tidal sedimentation in estuaries, coastal saltmarshes, and mangroves. The role of sea level change in the formation of coastal landforms.</p> <p><b>8.3 Coral reefs</b> Characteristics, distribution and formation of fringing reefs, barrier reefs, and atolls. Conditions required for coral growth. Threats to coral reefs (global warming, sea-level rise, pollution, physical damage) and possible management strategies.</p> <p><b>8.4 Sustainable management of coasts</b> Case study: candidates must study some of the problems of sustainably managing a stretch or stretches of coastline, and evaluate attempted solutions (including hard engineering and soft engineering).</p>	<p>An understanding of the nature and use of different types of geographical information, both quantitative and qualitative, and understanding of their limitations.</p> <p>An ability to use and interpret a variety of geographical information in order to identify, describe and explain geographical trends and patterns.</p> <p>An ability to interpret and evaluate information and produce reasoned, sound conclusions.</p> <p>Developing exam technique when responding to a range of question types including [4], [6] mark questions and [20] mark extended essays.</p>	<p>January Mock Examinations provide Y13 Geographers with a trial/experience of Paper 1, Paper 2 and half the content of Papers 3 + 4 using the same CIE requirements they will face in the external exams.</p> <p>Ongoing regular practice and assessment of past questions from Paper 3 and 4 in class and for homework.</p> <p>Regular [20] mark essay practice based on each sub-unit, with emphasis on evaluating real world case studies.</p> <p>Frequent knowledge checks of students' reading and understanding of case studies using frameworks, tables and summaries of 'stand-out' issues for each case study or exemplar.</p>

	<p><b>Human Geography: Economic transition</b></p> <p><b>14.1 National development</b> The nature of the primary, secondary, tertiary and quaternary sectors and their roles in economic development. The nature, causes (physical and human) and distribution of global inequalities in social and economic wellbeing. Candidates should be able to critically evaluate some of the measures and indices of social and economic inequality.</p> <p><b>14.2 The globalisation of economic activity</b> An introduction to global patterns of resources, production and markets. Foreign direct investment (FDI) and the new international division of labour (NIDL). Factors affecting the growth and spatial structure of transnational corporations (TNCs). Case study: candidates must study the global spatial organisation and operation of one TNC. Factors in the emergence and growth of newly industrialised countries (NICs). Changes in the location of economic activity (e.g. outsourcing of manufacturing and offshoring of services): nature, causes and impacts.</p> <p><b>14.3 Regional development within countries</b> Regional disparities in social and economic development. The concept of core-periphery. The process of cumulative causation from initial advantage(s), spread and backwash effects, regional divergence and convergence.</p> <p><b>14.4 The management of regional development</b> Case study: candidates must study one country's regional development policy, its regional disparities, some of the difficulties faced in trying to overcome these disparities and evaluate the attempted solutions.</p>		
Trinity	<p><b>Completion of syllabus</b> Final preparations for the four examinations which commence: ~May 3<sup>rd</sup> 2024</p> <p>Paper 1 Core physical Paper 2 Core human Paper 3 Advanced physical Paper 4 Advanced human</p>	Final preparations for the three examinations, retrieval, consolidation and practice.	<p>Assessment: Paper 1: 1 hour 30 minutes (25%) Paper 2: 1 hour 30 minutes (25%) Paper 3: 1 hour 30 minutes (25%) Paper 4: 1 hour 30 minutes (25%)</p>

<b>Examples of Homework</b>	Consolidation of class materials, past paper question practice (open book), research into examples and case studies, preparation of class presentations in pairs/small groups.	
<b>Key terminology</b>	Perception of risk, hazardous environment, seismic gap theory, soil liquefaction, seismic waves, Moment magnitude scale, wind shear, products of eruptions, sustainability, shoreline management plans (SMPs), wave refraction, sediment cells, globalisation, trade flows, trade agreements, different types of donor and aid, resource endowment, carrying capacity, social + economic wellbeing, core-periphery model, foreign direct investment (FDI), cumulative causation, spread and backwash effects	
<b>Super-curricular enrichment and scholarly extension</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Physical Geography of Landscape - Roy Collard, Geology: A Complete Introduction (Teach Yourself) - David Rothery, Peoplequake: Mass Migration, Ageing Nations and the Coming Population Crash – Fred Pearce</li> <li>• <b>Watch:</b> City of God,</li> <li>• <b>Listen:</b> The Climate Tipping Points, BBC Radio 4, <a href="https://www.bbc.co.uk/programmes/m00180cc/episodes/player">https://www.bbc.co.uk/programmes/m00180cc/episodes/player</a>; <a href="https://www.populationbalance.org/podcast">https://www.populationbalance.org/podcast</a></li> <li>• <b>Visit:</b> The Natural History Museum, The Science Museum, any visit to a coast in the UK during a family holiday to visualise the landforms, processes at play and how they are defended using different management strategies.</li> </ul>	
<b>Useful websites</b>	<a href="https://www.unrefugees.org.uk/">https://www.unrefugees.org.uk/</a> <a href="https://kisialevelgeography.wordpress.com/">https://kisialevelgeography.wordpress.com/</a> <a href="https://www.gapminder.org/">https://www.gapminder.org/</a> <a href="https://www.gov.uk/government/publications/shoreline-management-plans-smpls/shoreline-management-plans-smpls">https://www.gov.uk/government/publications/shoreline-management-plans-smpls/shoreline-management-plans-smpls</a>	
<b>Who can I contact?</b>	<b>Head of Geography</b>	Emyr W. Morris, <a href="mailto:ewm@forest.org.uk">ewm@forest.org.uk</a>
	<b>A level Geography Teachers</b>	Mrs Cole, Mrs Bainbridge, Mr Whitmee