



A-LEVEL GEOGRAPHY

TOGETHER WE SUCCEED
ACHIEVEMENT ASPIRATION HIGH EXPECTATIONS COMMUNITY

A-LEVEL BIOLOGY

EXAM BOARD: AQA

Aims of the Course:

The study of geography aims to give you a sense of place and the tools to understand geographical phenomena and landscapes. You will study geographical issues and concepts which you are likely to encounter in your current and future life. This should enable you to make better decisions and be sensitive to a wide range of viewpoints and issues.

Programme of Study at A2:

- **Physical Systems 22% of A Level**
 - Two units exploring Landscape systems and the Earth Life Support Systems.
- **Human Interactions 22% of A Level**
 - Two units covering perceptions of place and space, and the global connections between people and places.
- **Geographical Debates 36% of A Level**
 - Two units will be studied focusing upon our Hazardous Earth and Climate Change.
- **Investigative Geography 20% of A Level**
 - A non-examined assessment, which is an independent geographical investigation based on primary and secondary data.

Approaches to Learning:

You will develop your analytical skills using wide range of geographical material including maps, photographs, graphs and written sources. In class there will be an emphasis on discussion, and there will be frequent opportunities for individual research and group presentation. Written work will be in many forms, including the writing of concise essays and reports. Investigations are an essential element and field trips will be undertaken on several occasions throughout the course.

This course is for you if you have an interest in how the world works and in how we will manage the challenges of the future. It will enable you to be informed about the critical issues of today and equip you with analytical and research skills.

This course will prepare you for degree courses in Geography or will support applications for other degree subjects in areas such as Social Science, Environmental Studies, Economics or other Humanities subjects. The analytical skills acquired in a Geography degree are valued by many employers, specifically in urban planning and development and environmental management.

Minimum Entry Requirement:

Five grade 9-5 GCSE passes including English and Maths. A 9-5 in Geography if studied or Humanities based subject.

STEP-UP INDEPENDENT STUDY TASKS

Brief explanation of the rationale behind the tasks you have set:

The tasks will allow students to look at an area of the world and content not studied at GCSE. Encouraging the engagement with controversial geographical issues and forming individual opinions. The work produced will then be used in the transition lesson when solving the real life 'murder mystery'.

How will the tasks support the student's understanding of the course?

The task is designed to incorporate a taster of key topics studied in A level Geography: Earth's Life Support (carbon & water cycle), Oceans, Global governance of Trade and Human Rights.

What skills will students begin to develop by completing this work?

- Research skills through engaging with a variety of sources of information and being able to select importance and categorise information.
- Creating a place specific case study.
- Looking at place and space at a variety of scales
- Forming well balanced opinions

Task 1 - Create a Case Study of Shell

The task is to create a detailed case study of Energy TNC under the following headings:

- TNC – HQ location & where located
- BRIEF history
- Key facts/figures of the company Advantages - SPECIFIC (categorise)
Disadvantages – SPECIFIC (categorise)
- Opinion – Is Shell important in world energy production

Resources: Shell Fact sheet & www.shell.co.uk/

Submission: Complete by hand OR a WORD document as a Fact Sheet no more than 1 side of A4

Task 2 - Answer Question: TNCs have brought more opportunities than challenges to the Niger region. Discuss.

The task is to use the transition lesson and/or research energy production in Niger and form your own opinion. The answer should include:

- Where is Niger?
- What is the economic profile of Niger?
- What energy can be found in Niger?
- Reasons FOR TNCs in Niger
- Reasons AGAINST TNCs in Niger
- Conclusion – Overall opinion

Resources: www.nationsonline.org/oneworld/niger.htm

Submission: Complete by hand OR a WORD document no more than 1 side of A4

TO DEEPEN YOUR UNDERSTANDING

This link is designed to help students 'get ahead' and to prepare themselves for the transition to advanced level studies. A level geography guidance from the GA. It includes a range of links to all parts of the OCR Geography A level specification including a variety of videos and journals:

www.geography.org.uk/Preparing-for-A-level-geography

COMPLETED TASK

Student Name			
Subject Teacher		Date:	
Form Tutor:		Date:	