

AS and A level 2016 Geography

Today:

Getting Ready to
Teach Edexcel AS and
A-level Geography





Agenda: this morning...

- **10:00** - Overview of content and assessment
- **10:15** - Supporting great teaching: free and published resources

--- 10.50am - Break ---

- **11:00** - Planning to deliver the new specifications
- **11:45** - Practical guidance on new areas of subject content
 - ❑ Topic 4: Shaping Places
 - ❑ Topic 6: Carbon Cycle and Energy Security

--- 12.30pm - Lunch ---



Agenda: this afternoon...

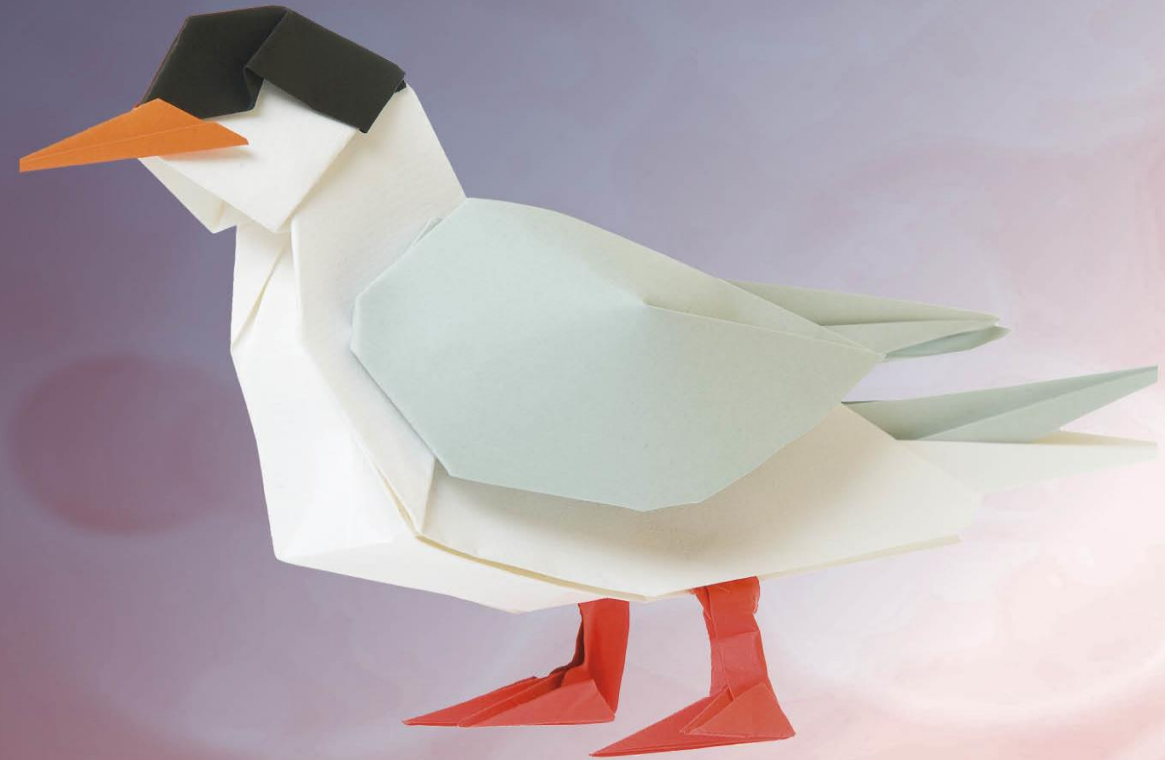
--- 12.30pm - Lunch ---

- **13:00** - Practical guidance for planning high quality fieldwork, and integrating GIS into teaching, delivered by [tbc]
- **14:15** - Understanding the new GCE assessment requirements
- **14:30** - Practical guidance on new types of questions
- **15:20** - Your questions and further support

AS and A level 2016 Geography

Session 1:

- Overview of the new content and assessment
- 10:00 to 10:15am





Geographical Systems in a Dynamic World

A familiar and popular issues-based approach, enabling students to explore and engage critically with contemporary geographical questions and real world issues and places.

- Detailed content you can **teach with confidence**; with clear requirements for your chosen case studies
- **Integrated and signposted** geographical skills
- **Meaningful, clearly structured** fieldwork requirements
- **Consistent** question papers, command words and mark schemes
- Targeted and practical support for *'Thinking Geographically'*; an approach involving our **most comprehensive support offering ever**.

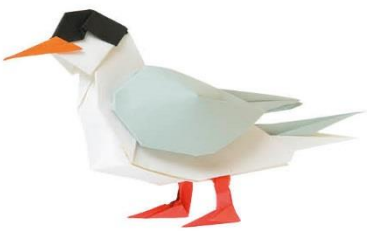


A level Geography 2016

Overview of AS Geography

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Area of Study 1: Dynamic Landscapes	Area of Study 2: Dynamic Places
<p>1. Tectonic Processes and Hazards</p> <p>2. Landscape Systems, Processes and Change</p> <p>(Either 2A 'Glaciated Landscapes' or 2B 'Coastal Landscapes', plus a minimum of 1 day of physical geography fieldwork)</p>	<p>3. Globalisation</p> <p>4. Shaping Places</p> <p>(Either 4A 'Regenerating Places' or 4B 'Diverse Places', plus a minimum of 1 day of human geography fieldwork)</p>
Paper 1 - 50% of qualification	Paper 2 - 50% of qualification
<p>Assessing topics 1 and 2, geographical skills, fieldwork and synoptic thinking.</p> <p>1 hour 45 minutes</p> <p>90 marks</p>	<p>Assessing topics 3 and 4, geographical skills, fieldwork and synoptic thinking.</p> <p>1 hour 45 minutes</p> <p>90 marks</p>



Overview of A-level Geography

A level Geography 2016

Content overview

Dynamic Landscapes	Dynamic Places
<p>1. Tectonic Processes and Hazards 2. Landscape Systems, Processes and Change</p> <p>(Either 2A: Glaciated Landscapes or 2B: Coastal Landscapes)</p>	<p>3. Globalisation 4. Shaping Places</p> <p>(Either 4A: Regenerating Places or 4B: Diverse Places)</p>
Physical Systems and Sustainability	Global development and connections
<p>5. The Water Cycle and Water Insecurity 6. The Carbon Cycle and Energy Security</p>	<p>7. Superpowers 8. Global Development and Connections</p> <p>(Either 8A: Health, Human Rights and Intervention or 8B: Migration, Identity and Sovereignty)</p>



Overview of A-level Geography

A level Geography 2016

Assessment overview

Paper 1 - 30% of qualification	Paper 2 - 30% of qualification
Assessing topics 1, 2, 5, 6 and 7 and geographical skills <ul style="list-style-type: none">2 hours and 15 minutes105 marks	Assessing topics 3, 4, 8 and 9 and geographical skills <ul style="list-style-type: none">2 hours and 15 minutes105 marks
Paper 3 - 20% of qualification	Coursework - 20% of the qual.
Synoptic Investigation <ul style="list-style-type: none">2 hours and 15 minutes70 marks	Independent Investigation <ul style="list-style-type: none">Internally assessed, externally moderated written report (3000–4000 words)70 marks



Overview of GCSE Geography A

Geography A: Geographical Themes and Challenges			
	The Physical Environment	The Human Environment	Geographical Investigations
Content overview	<p>Changing landscapes of the UK</p> <ul style="list-style-type: none">• <u>Choice</u> of 2 studies from: coastal, river <u>or</u> glacial <p>Weather hazards and climate change</p> <ul style="list-style-type: none">• Tropical cyclones• Drought <p>Ecosystems, biodiversity and management</p> <ul style="list-style-type: none">• Tropical rainforests• Deciduous woodlands	<p>Changing cities</p> <ul style="list-style-type: none">• Case study of a major UK city• Case study of a megacity in a developing <u>or</u> emerging country <p>Global development</p> <ul style="list-style-type: none">• Case study of a developing <u>or</u> emerging country <p>Resource management</p> <ul style="list-style-type: none">• <u>Choice</u> of 1 study from: energy <u>or</u> water	<p>Fieldwork</p> <ul style="list-style-type: none">• Physical: rivers <u>or</u> coasts• Human: urban <u>or</u> rural <p>UK Challenges</p> <p>A synoptic study relating to 4 key challenges facing the UK:</p> <ol style="list-style-type: none">1. Resource consumption2. Settlement, population and the economy3. Conservation and flood risk4. Climate change
Assessment overview	37.5%; 94 marks 1 hour 30 minutes exam	37.5%; 94 marks 1 hour 30 minutes exam	25%; 64 marks 1 hour 30 minutes exam



Assessment at a glance

Content	Total marks	Time (mins)	Max. mark tariff
PAPER 1: The Physical Environment			
Section A: Changing landscapes of the UK	30	30	2 x 8 marks
Section B: Weather hazards and climate change	30	30	1 x 8 marks
Section C: Ecosystems, biodiversity and management	34	30	1 x 8 marks (+ 4 marks SPaG)
PAPER 2: The Human Environment			
Section A: Changing cities	30	30	1 x 8 marks (+ 4 marks SPaG)
Section B: Global development	30	30	1 x 8 marks
Section C: Resource management	34	30	1 x 8 marks
PAPER 3: Fieldwork and UK Challenges			
Section A: Geographical Investigations – physical	18	20	1 x 8 marks
Section B: Geographical Investigations – human	18	20	1 x 8 marks
Section C: UK Challenges	28	35 (+ 15mins. reading)	1 x 12 marks (+ 4 marks SPaG)



Overview of GCSE Geography B

GCSE Geography B 2016

Geography B: Investigating Geographical Issues			
	Global Geographical Issues	UK Geographical Issues	People and Environment Issues – Making Geographical Decisions
Content overview	<p>Hazardous Earth</p> <ul style="list-style-type: none">• tectonic hazards• tropical storms <p>Development Dynamics</p> <ul style="list-style-type: none">• case study of an emerging country <p>Challenges of an Urbanising World</p> <ul style="list-style-type: none">• case study of a megacity in a developing or emerging country	<p>The UK’s Evolving Physical Landscape</p> <ul style="list-style-type: none">• coastal change & conflict• river processes & pressures <p>The UK’s Evolving Human Landscape</p> <ul style="list-style-type: none">• case study of a dynamic UK city <p>Geographical investigations - fieldwork</p> <ul style="list-style-type: none">• Physical: rivers or coasts• Human: urban or rural	<p>People and the biosphere (global biomes and their use)</p> <p>Forests under threat (tropical rainforest and taiga)</p> <p>Consuming Energy Resources</p> <p>A decision making exercise that draws across the three topics of study and students’ conceptual knowledge and understanding from the full course of study.</p>
Assessment overview	37.5%; 94 marks 1 hour 30 minutes exam	37.5%; 94 marks 1 hour 30 minutes exam	25%; 64 marks 1 hour 30 minutes exam



Assessment at a glance

GCSE Geography B 2016

Content	Total marks	Time (mins)	Max mark tariff
PAPER 1: Global Geographical Issues			
Section A: Hazardous Earth	30	30	1 x 8 marks
Section B: Development dynamics	34	30	1 x 8 marks (+ 4 marks SPAG)
Section C: Challenges of an urbanising world	30	30	1 x 8 marks
PAPER 2: UK Geographical Issues			
Section A: The UK's evolving physical landscape	31	25	1 x 8 marks (+ 4 marks SPAG)
Section B: The UK's evolving human landscape	27	25	1 x 8 marks
Section C1: Fieldwork in a physical environment	18	20	1 x 8 marks
Section C2: Fieldwork in a human environment	18	20	1 x 8 marks
PAPER 3: People and Environment Issues – Making Geographical Decisions			
DME: Sections A (biosphere), B (forests), C (energy) and D (decision)	64	60 (+ 30 mins)	1 x 12 marks (+ 4 marks SPAG)

AS and A level 2016 Geography

Session 2:

- Supporting great geography teaching
- 10:15 to 10:50am





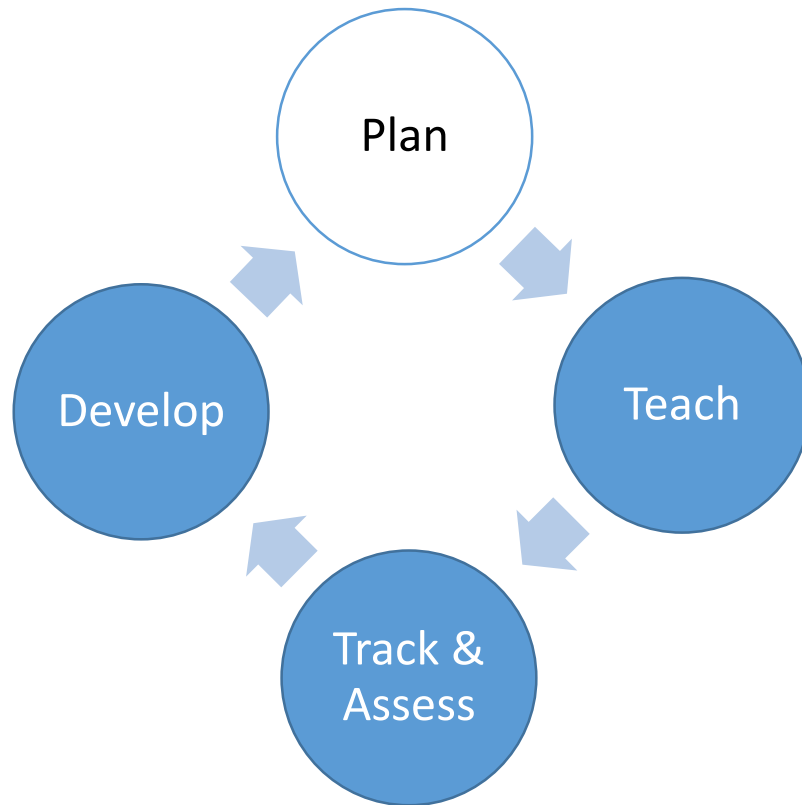
‘Thinking Geographically’

- We want to support your students in becoming confident, capable and successful geographers.
- That's why our qualifications and published resources have gone a step further to provide our **most comprehensive support offering ever**.
- These tools and materials will nurture your students' abilities to:
 - ☐ *ask geographical questions,*
 - ☐ *learn about places, patterns and processes,*
 - ☐ *use, interpret and analyse geographical data,*
 - ☐ *and use geographical terminology confidently in their writing.*



A level Geography 2016

Supporting your Geography teaching



Free support

- AS/A-level 'Getting Started' Guides
- Editable 2 year course planner
- Mapping guides comparing the 2012 and 2016 specifications
- Editable schemes of work for every topic
- Topic booklet for every topic

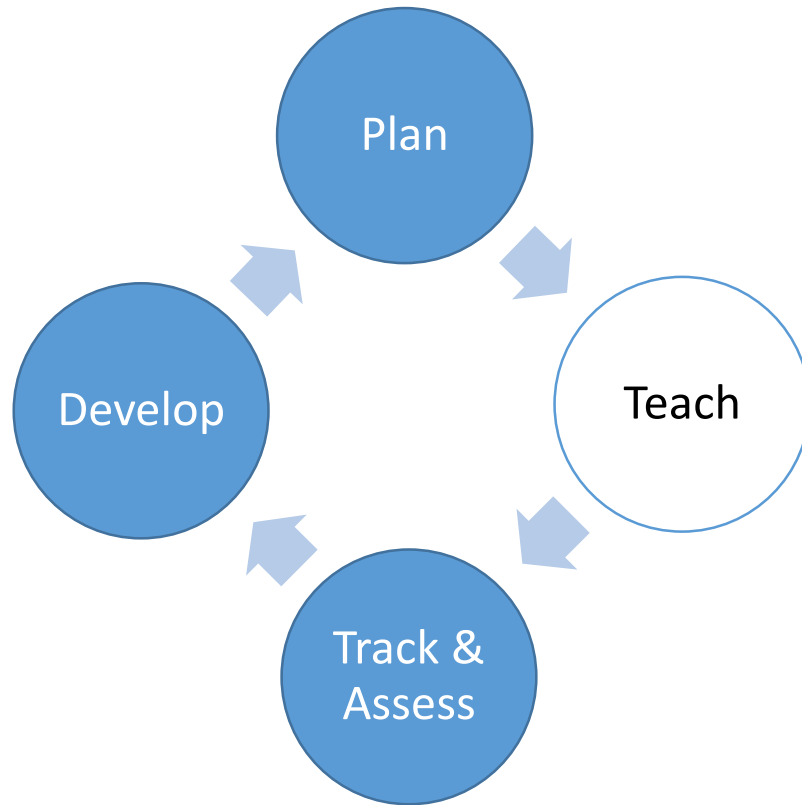
Published resources

- ActiveLearn Digital Service
 - Lesson plans linked to the Edexcel schemes of work
 - Differentiation ideas



A level Geography 2016

Supporting your Geography teaching



Free support

- Field-trip and data skills worksheets
- Case studies of good fieldwork practice
- *Maths for Geography* guide
- GIS lesson plans and worksheets

Published resources

- Student Book designed for the new spec (available as Kindle editions)
- ActiveLearn Digital Service
 - Front-of-class Student Books
 - Worksheets
 - End-of-unit assessments



Thinking Geographically: **Maths and statistics**

A level Geography 2016

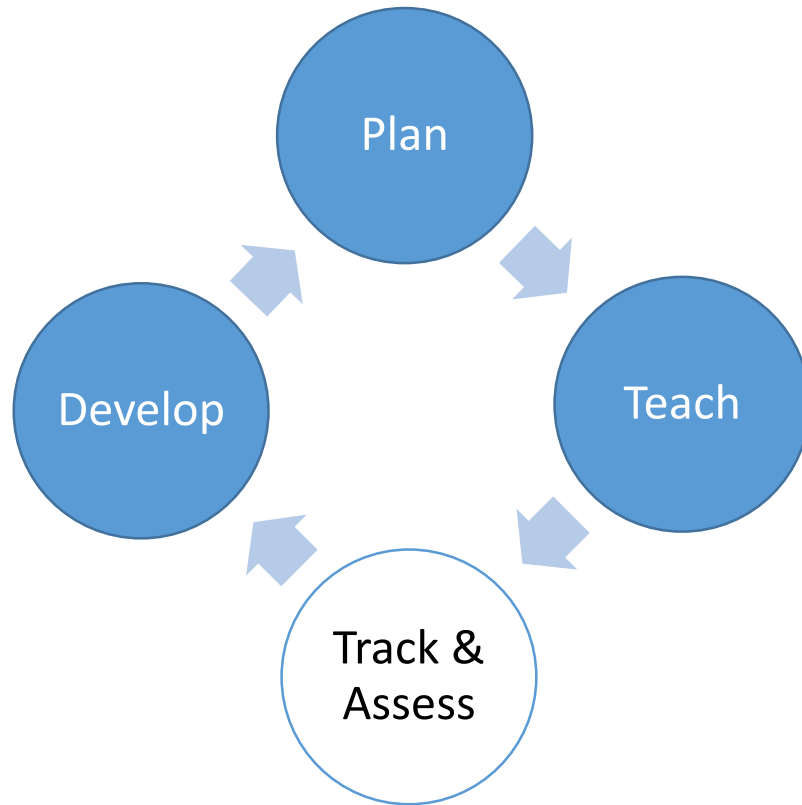
- Based on the **proven approach** of Pearson Maths
- A **teacher guide** clearly detailing what is learnt in their Maths lessons and linking this to their geographical skills
- Ensuring **terminology** and approach is consistent with Maths, so students can make links between the subjects.
- Worksheets building **confidence and fluency** to master problem-solving and reasoning activities that model maths and statistical concepts in a geographical context
- Supporting students in strengthening, checking and testing their skills through the **Pearson 'Progression Scale'**



A level Geography 2016

Supporting your Geography teaching

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Free support

- Additional specimen papers
- *Literacy*Guide: Exemplars, examiner commentaries, guidance on common issues
- Independent Investigation guidance, support and exemplars
- **ResultsPlus**
- examWizard

Published resources

- Advice from assessment experts
- Contextualised exam questions
- Annotated sample answers
- Exam tips



Thinking Geographically: Literacy

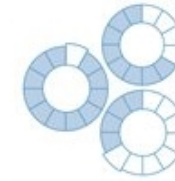
A level Geography 2016

- Based on the **proven approach** of '*Grammar for Writing*' (Pearson English)
- Working with Exeter University, the approach to our geography qualifications will help teachers **support literacy**
- Exeter University will analyse student exam scripts, including sample exam questions sat by centres in March 2016, and provide guidance on **common literacy issues** at **all ability levels**
- This will be used throughout our ongoing support so that students can be **confident in their extended writing and make progress.**





Pearson Progression Services 11-16



Progression Scale

A 12-step scale* designed to support learner progress throughout Key Stage 3 and Key Stage 4

Progression Maps

Detailed, editable maps which include progress descriptors, prerequisites and boosters at a sub-topic level mapped to the Progression Scale

Assessments

Assessments** to test learners' understanding at key points in the learning cycle, underpinned by the Progression Scale

Markbooks

Excel markbooks to record learners' performance across each assessment, underpinned by the Progression Scale

* A scale of 12 has been used to grade content and skills, and is calibrated to provide a simple measurement system where the expectation is that a student will achieve development of skills spanning one step of progress in an academic year. (Note: MFL differs here.)

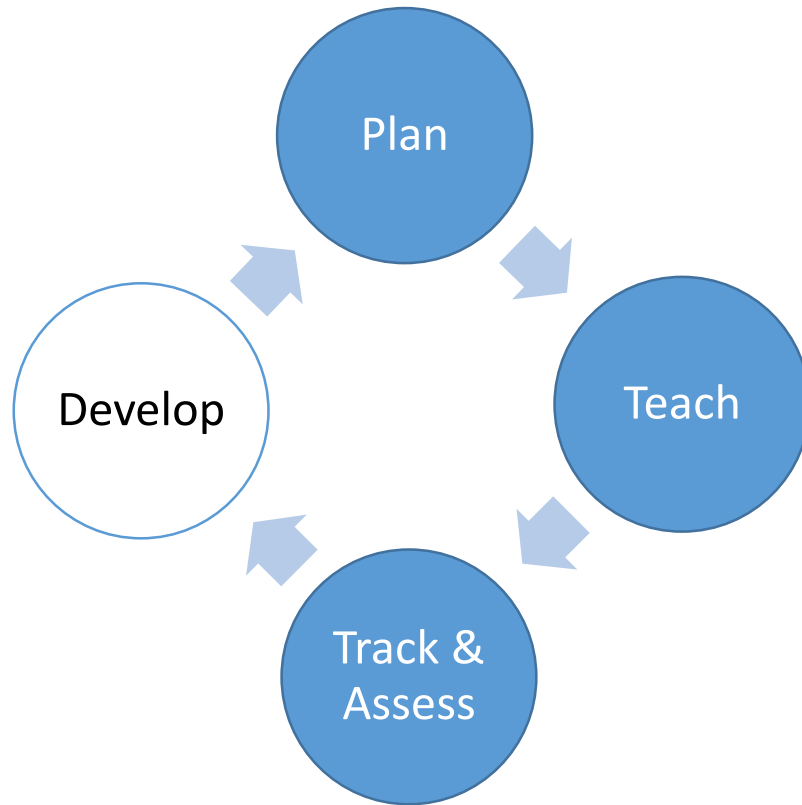
** We provide the following assessments for free: Key Stage 3 baseline; Edexcel GCSE baseline; Edexcel GCSE end of year. We also provide a number of additional assessments (e.g. end of topic, end of term, problem-solving, fluency) which are paid-for resources



A level Geography 2016

Supporting your Geography teaching

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When it comes to **Professional Development**, we're planning events & workshops to support first teaching and beyond, in response to **your feedback**:

- 'Fieldwork, data skills & the independent investigation' in collaboration with the RGS
- Synoptic thinking skills and extended writing
- Progression tracking and intervention strategies

If you would like support in other areas, then please let us know on the Evaluation Form in your delegate packs



Published resources

- **Edexcel AS/A-level resources***
 - Brand-new suite of print and digital resources
 - Thinking Geographically approach embedded throughout
 - Integrated fieldwork support
 - Support for assessing progress
- **Student Book and ActiveBook (e-book)**
- **ActiveLearn Digital Service**

*You don't need to purchase resources to deliver our qualifications. These resources have not yet been endorsed. This information is correct as of 28th January 2016, but may be subject to change.



Other published resources

We are working with a range of publishers who are looking towards getting their resources* endorsed:

- **Hodder:** Equip your students with the knowledge and skills they need to excel under more challenging assessment conditions.
www.hoddereducation.co.uk/Geography/ALevel/Edexcel
- **Oxford University Press:** Publishing for Edexcel AS & A-level Geography.
www.oxfordsecondary.co.uk/edexcelalevelgeog16.
- **Pumpkin Interactive:** With amazing footage shot around the world, Pumpkin's DVDs deliver inspirational video case studies across a range of geographical themes and issues. www.pumpkin-interactive.co.uk
- **ZigZag Education:** Photocopiable resources for learning, revision & exam practice, including Topic-on-a-Page, Practical Skills & Teaching Packs.
www.zigzageducation.co.uk

*You don't need to purchase resources to deliver our qualifications. These resources have not yet been endorsed. This information is correct as of 13th Feb 2016, but may be subject to change.



Delegate ACTIVITY 1: **support share (10mins)**

- You can explore the **Pearson website** or use this opportunity to discuss any resources you have found or think you are likely to find useful in the lead up to teaching the new Edexcel qualifications

Click to explore
the website →

Edexcel A level
Geography (2016)

- On three separate post-it notes:
 - What free resource(s) are you likely find most useful?
 - What published resource(s) are you likely to find most useful?
 - What sort of extra support do you think you'll need?

AS and A level 2016 Geography

Session 3:

- Planning to deliver the new specifications
- 11:00 to 11:45am





A level Geography 2016

What to consider when planning?

1. Geographical skills
2. Place contexts
3. Synoptic themes
4. Fieldwork & Independent investigation
5. Revision and assessment to track progress



1. Geographical skills

A level Geography 2016

Students are required to develop a range of geographical skills:

- Qualitative approaches to data (e.g. coding, sampling)
- Quantitative approaches to data (e.g. statistical tests)
- Data and information research skills
- Use of spatial (e.g. GIS) and innovative forms of data (e.g. crowd-sourced and 'big data')

The full list of geographical skills is provided on pages 90-91 of the A-level spec, and are assessed across any examined papers.

(please note that the skills acquired at GCSE are also required; see p.35-36 in GCSE Spec A or p.37-38 in GCSE Spec B)



Integrating geographical skills

A level Geography 2016

Enquiry question 1: What are superpowers and how have they changed over time?	
Key idea	Detailed content
7.1 Geopolitical power stems from a range of characteristics of superpowers.	a. Superpowers, emerging and regional powers can be defined using contrasting characteristics (economic, political, military, cultural, demographic and access to natural resources). (1)
	b. Mechanisms of maintaining power sit on a spectrum from 'hard' to 'soft' power, which vary in their effectiveness.
	c. The relative importance of these characteristics and mechanisms for maintaining power has changed over time (Mackinder's geo-strategic location theory).

'Integrated skills' are **signposted** within the detailed content

'Integrated skills' are then **detailed** at the end of each content section

Guidance for integrating geographical skills for Topic 7

The following skills provide suggested opportunities for integrating the full range of skills outlined in the geographical skills appendix (*Appendix 1*). These skills are **not** exclusive to the topic areas under which they appear; students will need to be able to apply these skills across any suitable topic area throughout their course of study.

- (1) Constructing power indexes using complex data sets, including ranking and scaling.
- (2) Mapping past, present and future sphere of influence and alliances using world maps.
- (3) Using graphs of world trade growth using linear and logarithmic scales.
- (4) Mapping emissions and resource consumption using proportional symbols.
- (5) Plotting the changing location of the world's economic centre of gravity on world maps.
- (6) Analysing future Gross Domestic Product (GDP) using data from different sources.



Delegate ACTIVITY 2: skills audit (5mins)

A level Geography 2016

- Which geographical skills are you more or less confident at delivering within your Geography course?
- On three separate post-it notes:
 - What do you think your strengths are?
 - What are your concerns/questions?
 - What sort of support do you think you'll need?



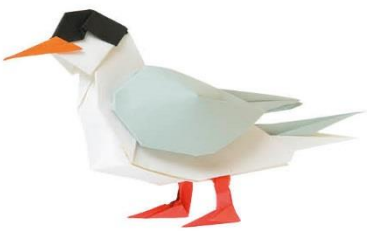
2. Place contexts

A level Geography 2016

- Throughout the content there are place contexts from developing, emerging and/or developed countries (defined on p.94 of the spec)
- Where place contexts should be taught, a  symbol is used in the spec content
- The specific examples are suggestions and similar suitable contexts could be chosen...

Topic 1:
Tectonic
processes
and hazards

Enquiry question 3: How successful is the management of tectonic hazards and disasters?	
Key idea	Detailed content
1.7 Understanding the complex trends and patterns for tectonic disasters helps explain differential impacts.	a. Tectonic disaster trends since 1960 (number of deaths, numbers affected, level of economic damage) in the context of overall disaster trends. (6); research into the accuracy and reliability of the data to interpret complex trends.
	b. Tectonic mega-disasters can have regional or even global significance in terms of economic and human impacts. (🌐 2004 Asian tsunami, 2010 Eyafjallajökull eruption in Iceland (global independence) and 2011 Japanese tsunami (energy policy))
	c. The concept of a multiple-hazard zone and how linked hydrometeorological hazards sometimes contribute to a tectonic disaster (🌐 the Philippines).
1.8 Theoretical	a. Prediction and forecasting (P: role of scientists) accuracy



3. Synoptic themes

A level Geography 2016

	Players (P)	Attitudes and actions (A)	Futures and uncertainties (F)
1. Tectonic Processes and Hazards	<ul style="list-style-type: none"> Local and national governance. Roles of scientists, planners, engineers, NGOs & engineers 		
2. Landscape Systems, Processes & Change		<ul style="list-style-type: none"> Range from exploitation to preservation Direct/indirect actions on natural systems Unforeseen consequences 	<ul style="list-style-type: none"> Climate warming mitigation and adaptation: both needed for stability
3. Globalisation	<ul style="list-style-type: none"> WTO, IMF, World Bank, EU, ASEAN, govts. (economic liberalisation, attracting FDI), TNCs Opportunities for disadvantaged groups 	<ul style="list-style-type: none"> Pro- and anti-globalisation Environmental movement Pro- and anti-immigration Actions of NGOs and pressure groups 	<ul style="list-style-type: none"> Environmental consequences of resource consumption
4. Shaping Places	<ul style="list-style-type: none"> Increasing roles of TNCs, IGOs Partnerships between government, charities and developers Government as main 'gatekeeper' (open or closed-door policies) Planners and developers (controversial decisions) 	<ul style="list-style-type: none"> Range from cultural erosion to enrichment Variation in local community Attachment to places National vs. local needs/opinions (NIMBYism), Urban vs. Rural Govts. foster or suppress diversity Intergenerational and global cultural trends 'Success' dependent on attitude 	<ul style="list-style-type: none"> Regeneration priorities and strategies Future success depends on past decisions; differing legacies



3. Synoptic themes

A level Geography 2016

	Players (P)	Attitudes and actions (A)	Futures and uncertainties (F)
5. The Water Cycle & Water Insecurity	<ul style="list-style-type: none">• Role of planners (managing land use)• Various players in trans-boundary and internal conflicts	<ul style="list-style-type: none">• Contrasting attitudes to water supply (e.g. smart irrigation, water recycling → mega dams)	<ul style="list-style-type: none">• Projections of future drought/flood risk• Projections of future water scarcity
6. The Carbon Cycle & Energy Insecurity	<ul style="list-style-type: none">• Role of TNCs, OPEC, consumers, governments• Role of business in developing reserves vs. environmental groups & affected communities	<ul style="list-style-type: none">• Attitudes of global consumers to environmental issues• Attitudes of different countries, TNCs and people	<ul style="list-style-type: none">• Uncertainty of global projections
7. Superpowers	<ul style="list-style-type: none">• Role of TNCs in maintaining power and wealth• Role of powerful countries as 'global police'• Role of emerging powers	<ul style="list-style-type: none">• Actions and attitudes of global IGOs, different countries• Attitudes in relation to resources• Contrasting cultural ideologies	<ul style="list-style-type: none">• Uncertainty over future power structures
8. Global Development & Connections	Players, attitudes and actions, futures and uncertainties comprise a significant portion of this topic and so are not individually signposted.		

- At AS, these synoptic themes will prepare students for the 16-mark questions at the end of sections B and C (p.18, 28, 94 & 102 in the SAMs)



p.146-156
in the A-
level SAMs

Resource exploitation in the Congo Basin of west central Africa

Section A: The region and its forests

The **Republic of Congo** (referred to here as Congo), **Angola** and the **Democratic Republic of Congo** (referred to as the DRC) are three countries in Africa within the Congo Basin (Figure 1). All were colonies in the past.

- **Angola** gained independence from Portugal in 1975 after a long war of liberation; civil war plagued Angola until 2002.
- The **DRC** was a Belgian colony until gaining independence in 1960, and was called Zaire between 1971 and 1997.
- The **Congo** was a French colony until independence in 1960.

Congo and the **DRC** have capital cities (Brazzaville and Kinshasa respectively) on opposite banks of the Congo River.



A-level synoptic Qs: Paper 3

- Paper 3 is a synoptic investigation that will link explicitly and/or implicitly to these synoptic themes (see p. 9 of the A-level spec)
- The synoptic themes should be integrated into your teaching to prepare students for the style of questions in Paper 3



4a. AS Fieldwork

A level Geography 2016

- Students should complete a minimum of **2 days of fieldwork**

Topic 2: Landscape systems, processes and change – choose one of the following:

- Fieldwork and research linked to glaciated landscape and change
Q3 *relict or active, upland or lowland*

- Fieldwork and research linked to coastal landscapes and change
Q6 *single stretch of coastline or multiple locations*

Topic 4: Shaping places – choose one of the following:

- Fieldwork and research linked to regenerating places
Q3 *urban or rural*

- Fieldwork and research linked to diverse places
Q6 *urban or rural*

Paper 1

Paper 2



4b. A-level Independent Investigation

A level Geography 2016

- Students should complete a min. of **4 days of fieldwork** during the 2 years of their A-level studies
- Students produce a **3000-4000 word coursework** based on an 'independent investigation', which can relate to any of the spec content
- The fieldwork will enable students to develop the skills necessary to carry out the investigation independently (& they could collect their data on these field-trips)
- The coursework will be **internally assessed** and **externally moderated**



Planning fieldwork (recommendations)

Q Should fieldwork be carried out while delivering the core content?

- ✓ Reinforces classroom learning

Q How long to spend on fieldwork?

- ✓ 2 days minimum during AS study
- ✓ 4 days minimum during A-level study

Q When to carry out fieldwork?

- ✓ Autumn and Spring terms in year 12 (AS)
- ✓ Summer of year 12 (A-level)



Delegate ACTIVITY 3:

Which time of the year will you choose? (5mins)

A level Geography 2016

Autumn term	Summer term
<p>Advantages:</p> <ul style="list-style-type: none">• Students will be new to the course so good group bonding opportunity• Fieldwork centres likely to be quieter	<p>Advantages:</p> <ul style="list-style-type: none">• Longer day in the field and more probably better weather conditions• More time to cover the necessary course content
<p>Disadvantages:</p> <ul style="list-style-type: none">• A shorter day in the field and a higher likelihood of poor weather• May not have enough time to cover the necessary course content	<p>Disadvantages:</p> <ul style="list-style-type: none">• Field centres and field study locations may be busy!• Possibly difficult to get students out of school, e.g. mock examinations



4. Revision & Assessment

A level Geography 2016

- The AS and A-levels in Geography are linear. AS Assessment will be at end of year 1; A-level assessment at end of year 2.
- Research showed that most teachers will be co-teaching AS and A-level Geography with the same class, so the AS-Level and A-Level specifications have been designed to be co-teachable
- The specification content is the same, but there are differences to the assessment model at AS and A-level

Editable course planners for one teacher or shared teaching of AS and A-level are available on the Edexcel website:

Course planner



[Edexcel 2016 AS and A level GCE Geography course planner](#)

(DOCX 115.7 KB)



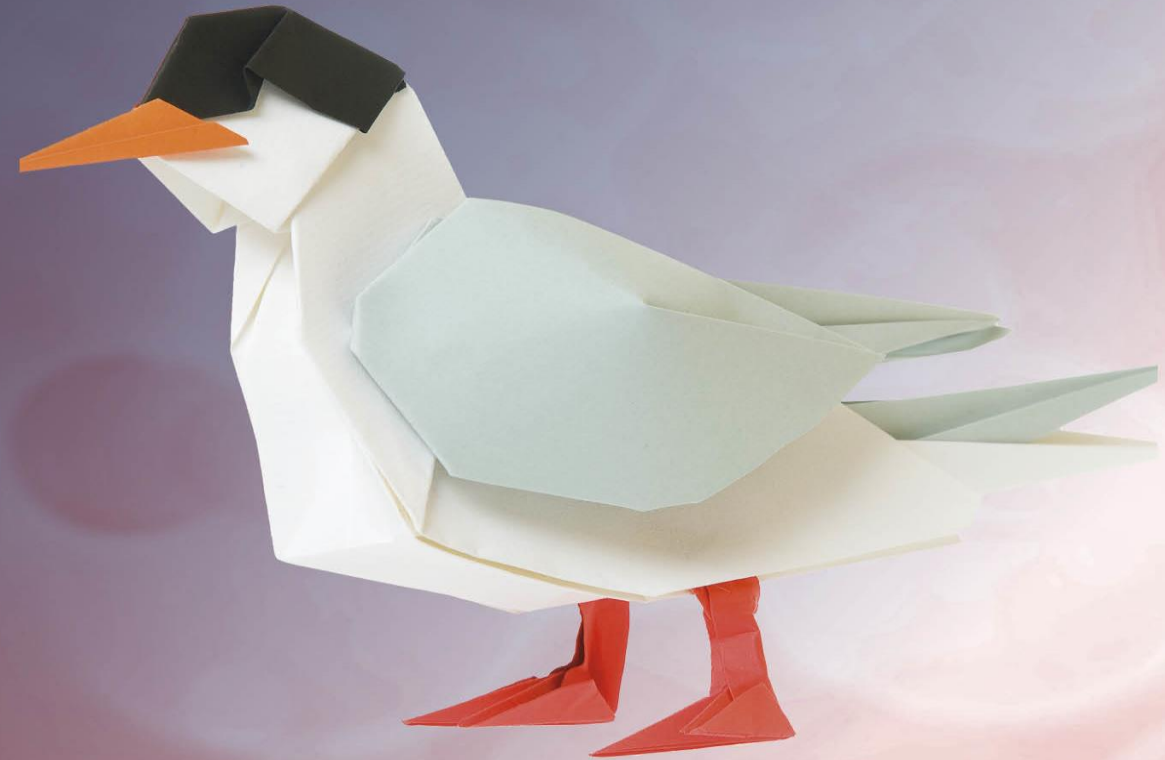
Delegate ACTIVITY 4: **long-term planning (20mins)**

- Q** Do you need to co-teach the AS and A-level qualifications? Which options will you teach for topics 2, 4 and 8?
- Q** In what order will you teach the topics? Will you teach any of topics 5-8 in the first year?
- Q** How will you integrate the skills and synoptic themes throughout your teaching?
- Q** Which place contexts are you going to use? Will you group some together to make fewer, larger case studies?
- Q** Where will you go for fieldwork? Will students collect data for their independent investigations on these field-trips?

AS and A level 2016 Geography

Session 4:

- Practical guidance on how to deliver:
 - ☐ Topic 4: Shaping Places
 - ☐ Topic 6: Carbon Cycle and Energy Security
- 11:45 to 12:30pm





Focus for both topics

- Overview of the topic
- New and/or challenging concepts, processes, theories
- Selecting place contexts
- Integrating geographical skills.



Topic 4: Shaping Places

A level Geography 2016



Artwork installed on Portobello Road as part of 'One Five Zero'
- celebrating 150yrs of market trading in North Kensington, London



Overview:

Choosing your option...

4A: Regenerating Places

- Q How and why do places vary?
- Q Why might regeneration be needed?
- Q How is regeneration managed?
- Q How successful is regeneration?

4B: Diverse Places

- Q How do population structures vary?
- Q How do different people view diverse living spaces?
- Q Why are there demographic and cultural tensions in diverse places?
- Q How successfully are cultural and demographic issues managed?

Both sub-topics begin with an **enquiry question** relating to an in-depth study of the local place in which you live and one contrasting place.

The entire topic lends itself to quantitative and qualitative study through fieldwork...



Delegate **ACTIVITY 5:** **Challenging theories, concepts or processes (5mins)**

Discussion

- What might your students find difficult when studying:
 - Place?
 - Culture?
 - Regeneration or Diversity?

Royal Geographical Society

with IBG

Advancing geography
and geographical learning

To support teachers with the new A-Level courses, the Society is providing a new range of online resources and support

<http://www.rgs.org/OurWork/Schools/>

Just click on 'teaching resources', then 'Key Stage 5', and you will find a number of **A-Level subject content overviews**



Changing Places

A level Geography 2016

Globalisation erodes places, eliminating distinctive characteristics and creating **uniform suburbs** and **clone towns** dominated by chain stores (Creswell, 2008)

VS

Globalisations creates connections between and within places, creating an endless series of specificities, each contributing to the '**accumulated history of a place**' (Massey, 1994)

'Sense of place' – the meanings attached to a place are grounded in concrete geographies (the physical things you see) and are specific to particular groups and identities (the diversity of residents and visitors)



Possible routes of enquiry...

The 'cultural meanings and representations attached to places' can be examined through some combination of the following (ALCAB report, July 2014):

- ☐ Place making and marketing materials
 - ☐ Planning agencies
 - ☐ Tourist marketing
 - ☐ Property marketing
- ☐ Photography, music, art and film
- ☐ Literature (e.g. travel books) or landscape poetry
- ☐ Cartography & GIS
- ☐ Census data
- ☐ Lived experience of place in the past and present



Fieldwork ideas

A level Geography 2016

- This topic lends itself to fieldwork and individual study

Observation

Investigate a place by simply walking down a street and observing...

- What do we hear?
- What intrigues us?
- What makes us laugh?
- What disgusts us?
- What makes us ask 'why'?
- What makes us speed up?

See 'MyWalks' summary...

Surveying ideas...

- **Clone Town** Survey
 - Designed by nef (new economics foundation), it takes 30mins to complete in any high street
- **Retail Quality** Survey
 - [The RGS has suggested a number of investigations using GOAD maps](#)
- **Environmental Quality** Survey
 - Assessing buildings, traffic, open spaces and general quality



Areas of regeneration

A level Geography 2016



London Olympics 2012
(see next page)

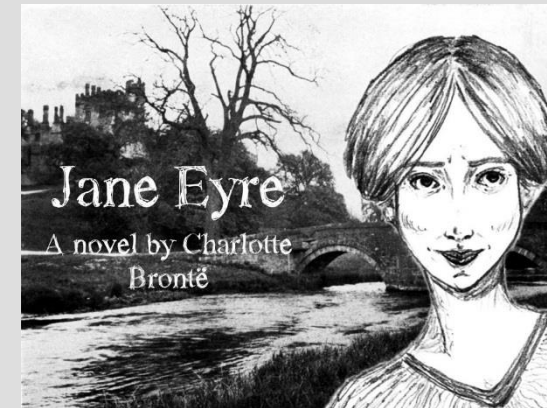


Glasgow - 'Scotland with Style'



The 'Northern Powerhouse'

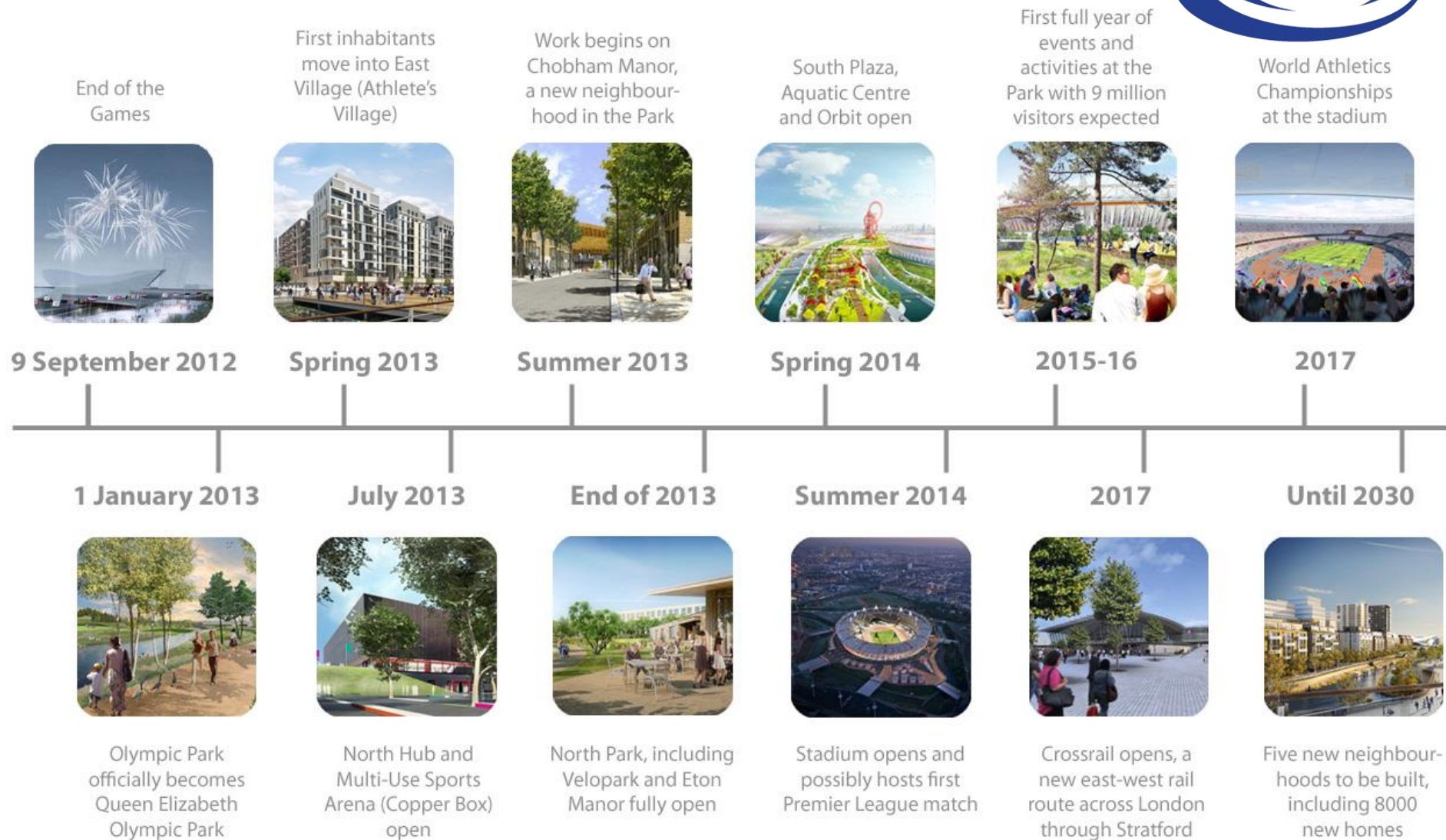
North
Antrim
coast,
N. Ireland



Brontë country, Kielder Forest
(W. Yorkshire & E. Lancashire)



London 2012 legacy timeline



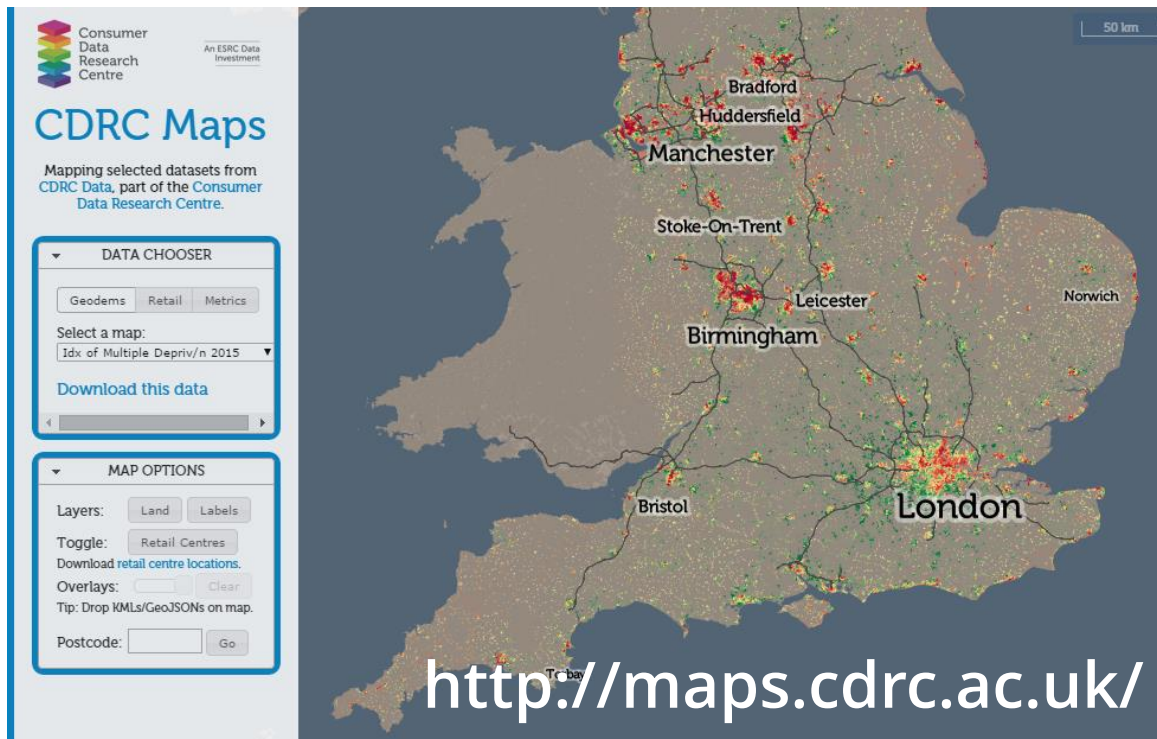


Integrating geographical skills

A level Geography 2016



An excellent blog by Oliver O'Brien, a researcher at the UCL Department of Geography who makes extensive use of **CDRC Maps**



(1) Use of GIS to represent data about place characteristics.

(3) Use of the Index of Multiple Deprivation (IMD) database to understand variations in levels and types of deprivation.



Integrating geographical skills

A level Geography 2016



(6) Use of
conflict

(7) Evaluate
photograph

and appreciation of
why they create different representations and image
of a local place.



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Integrating geographical skills

edexcel

e.g. Notting Hill, London

(2) Interpretation of oral accounts of the values and lived experiences of places from different interest groups and ethnic communities.

(4) Investigation of social media to understand how people relate to the places where they live.



The Guardian
@guardian



Follow

Notting Hill carnival reports surge in knife crime
[trib.al/urpbOIT](https://www.theguardian.com/uk-news/crime/2016/aug/27/notting-hill-carnival-reports-surge-in-knife-crime)

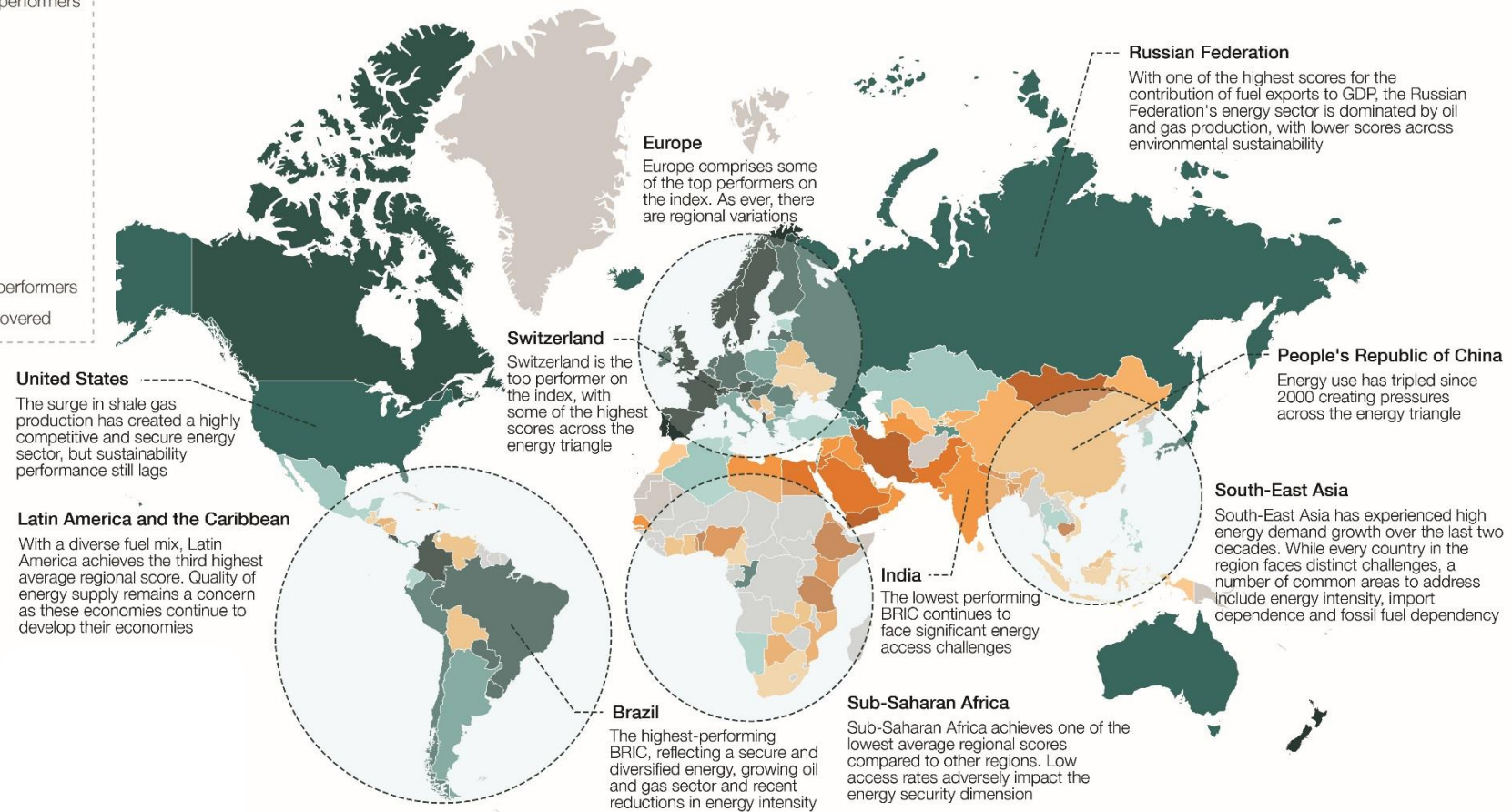


Boris Johnson concerned about rise in disorder at Notting Hill carnival
London mayor to speak with commissioner after describing 300-plus arrests as 'simply too many' as police respond to surge in knife crime
[theguardian.com](https://www.theguardian.com)



Topic 6: The carbon cycle and energy security

Source: Global
Energy Architecture
Performance Index
(EAPI) Report, 2015





Overview

A level Geography 2016

- The study of water and carbon cycles provides an essential understanding of geographical **physical processes**
- This enables students to critically engage with significant global environmental changes and the geography of their impacts; in particular **water security** and **energy security**

- Q How does the carbon cycle operate to maintain planetary health?
- Q What are the consequences for people and the environment of our increasing demand for energy?
- Q How are the carbon and water cycles linked to the global climate system?



Delegate ACTIVITY 6:

Challenging theories, concepts or processes (5mins)

Discussion

- What might your students find difficult when studying:
 - The carbon cycle?
 - Energy security?
 - The global climate system?

The NOAA website:

<http://www.esrl.noaa.gov/gmd/education/>
provides a very useful starting point...

Teacher Resources - Carbon Cycle Toolkit

This toolkit was designed to support educators in teaching the fundamental scientific concepts of climate change. A significant challenge to teaching climate change lies in the abstract nature of the most basic concepts underlying climate science. For instance, the intangible nature of greenhouse gases makes it difficult for students to conceive of their existence and increasing abundances. Recent trends in greenhouse gas concentrations are well understood due to ongoing, accurate and precise measurements around the globe,



Common misconceptions

A level Geography 2016

This website is an excellent online resource for the climate change content and specifically addresses **common misconceptions** held by students.

There is also a useful **'teacher forum'** facility.

www.meridian.aag.org/climate/

Teaching About Global Climate Change
An Online Resource for Teachers



Need help with background information and resources to help you teach about global climate change in your classroom?

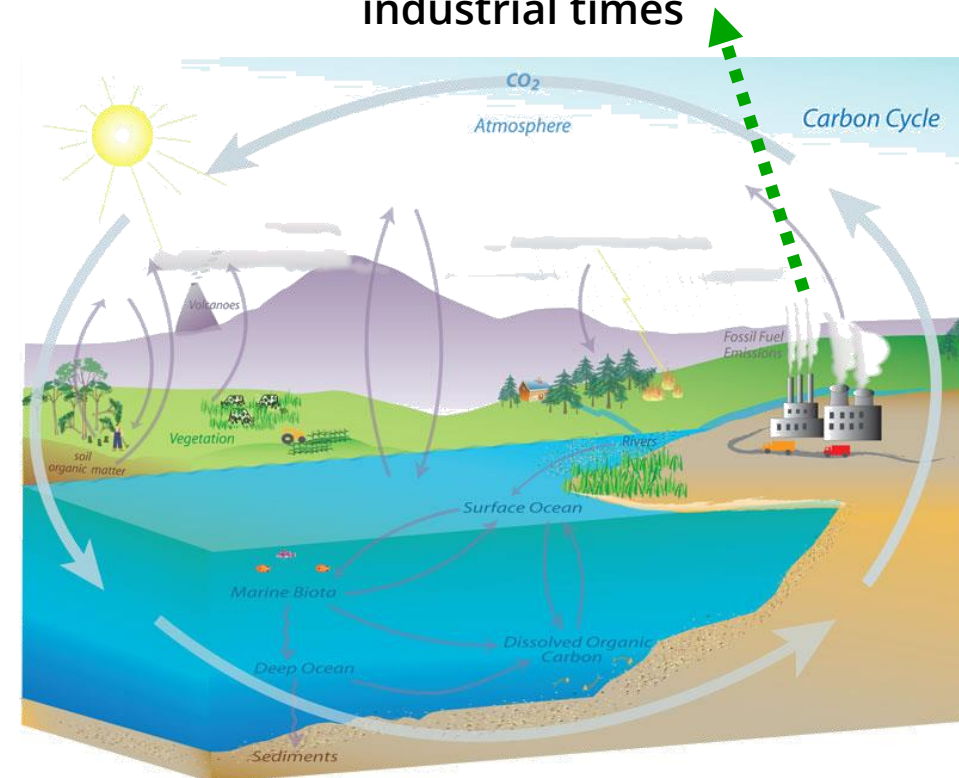


The carbon cycle

A level Geography 2016

- Short-term fluctuations (**annual**):
 - CO₂ removed in the growing season (e.g. photosynthesis)
 - CO₂ released due to respiration & decomposition
- Longer-term fluctuations (**decades → centuries**):
 - Ocean mixing between surface and deep waters
 - Mixing between atmosphere and surface waters
- Geological fluctuations (**thousands → millions of years**):
 - Deposition and weathering of carbonate/silicate rock

The **burning of fossil fuels** (created over millions of years) have increased CO₂ concentrations by 38% since pre-industrial times





Carbon exchange

A level Geography 2016

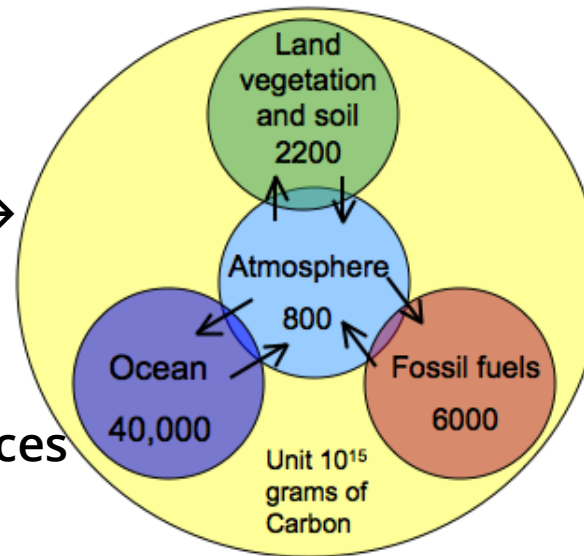
EQ 3: How are the carbon and water cycles linked to the global climate system?

Human activity:

- Greenhouse gases → Ocean acidification
- Pollution, over-exploitation → Degrade water sources

Human wellbeing:

- Degradation of food sources & coastal tourism, particularly in developing regions



Human activity:

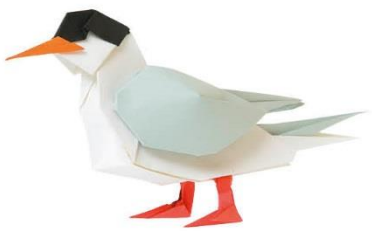
- Natural factors + Human factors → Future emissions uncertain, particularly due to feedback mechanisms & success of adaptation/mitigation

Human activity:

- Growing demand for food, fuel & other resources → Deforestation (sometimes afforestation) & grasslands converted to farming
- Greenhouse gases → climate change → shifting climate belts → extreme weather

Human wellbeing:

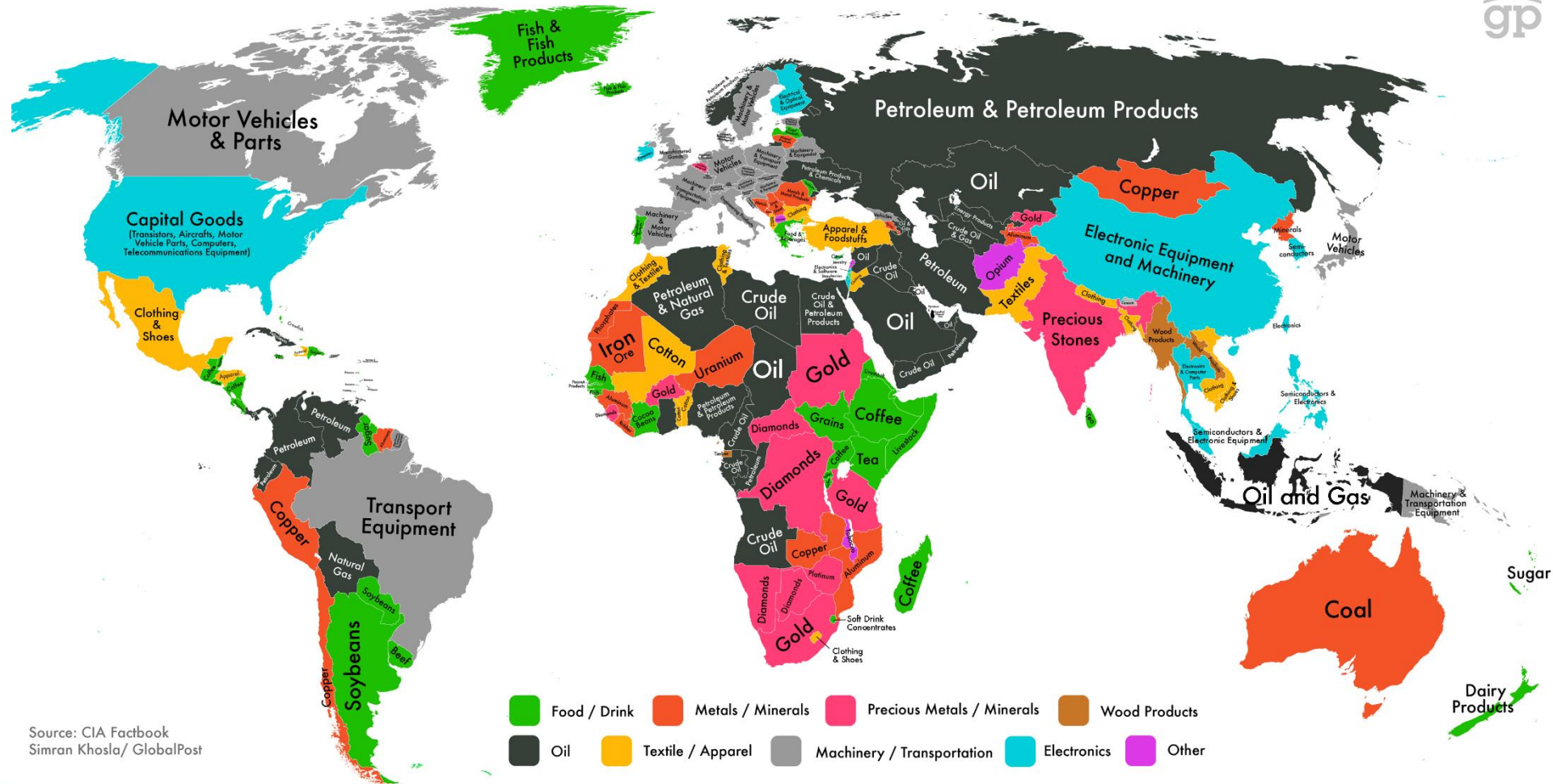
- Loss of forest health → loss of forest goods and services
- Droughts → famine



Energy players

A level Geography 2016

World export map by Simran Khosla



Source: CIA Factbook
Simran Khosla/ GlobalPost

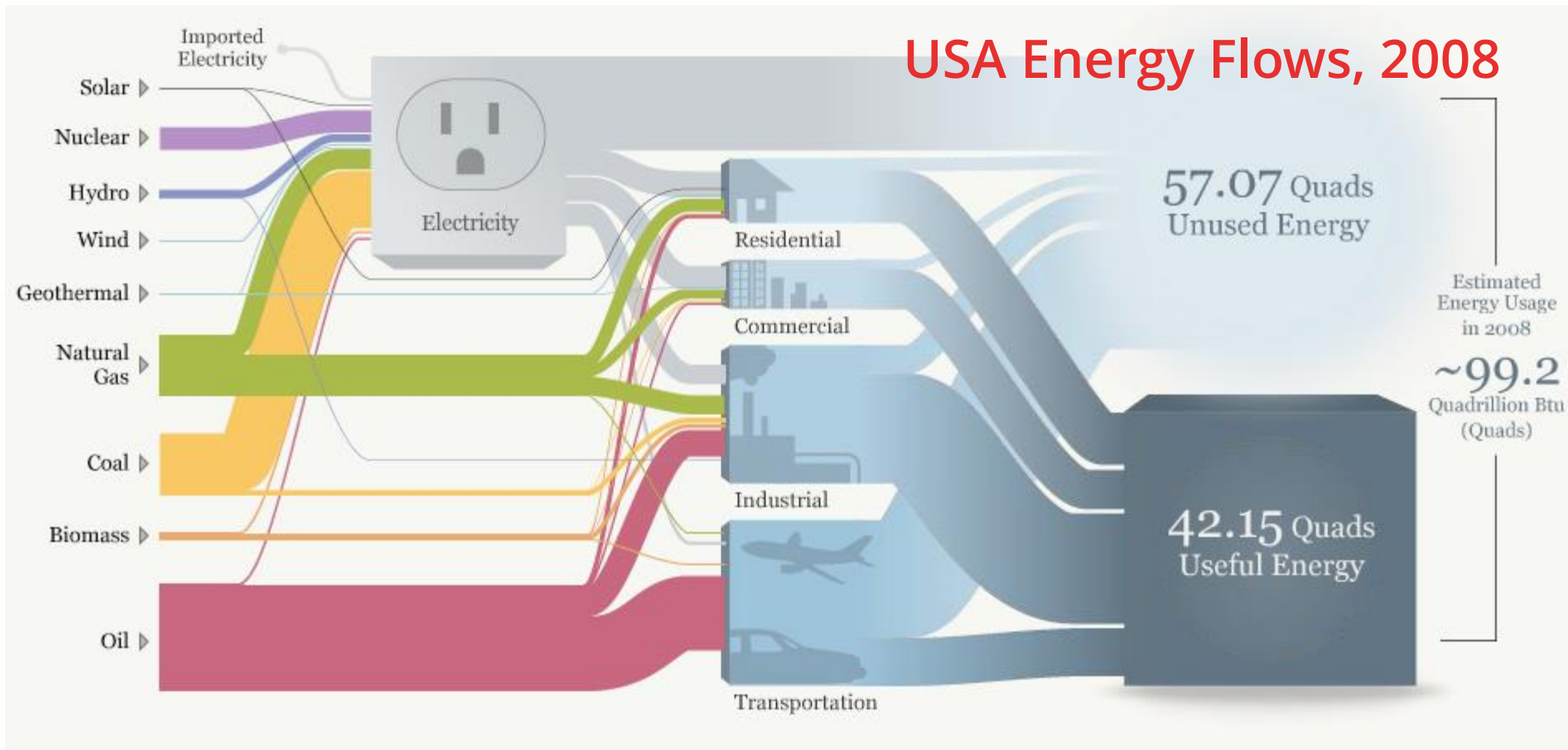


Integrating geographical skills

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(1) Use of proportional flow diagrams

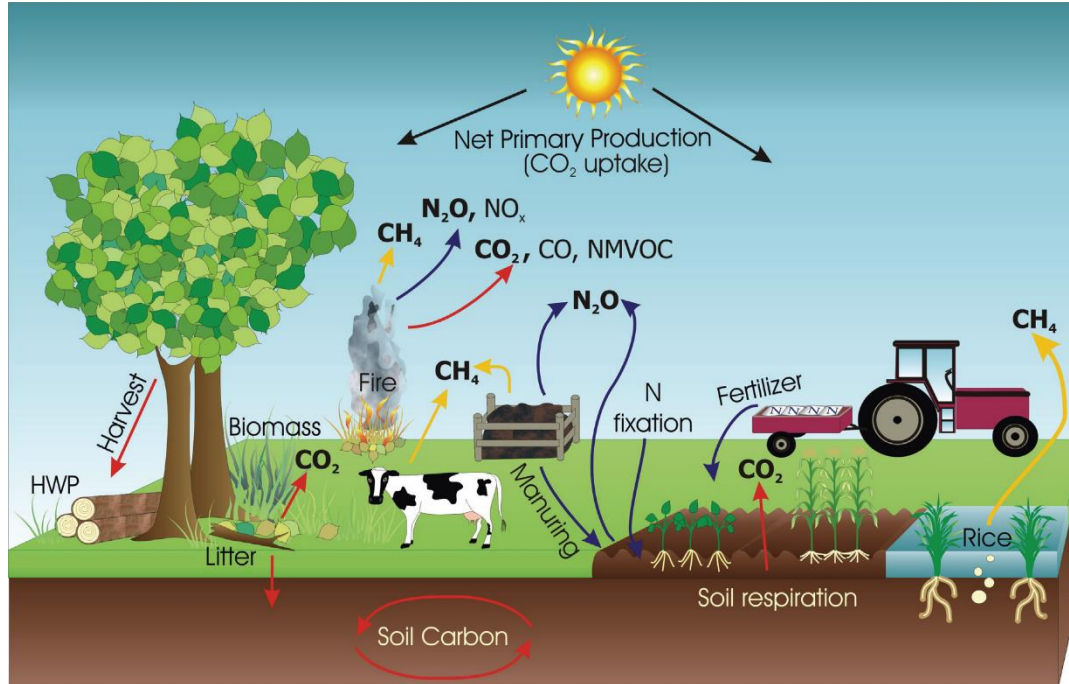
(4) Analysis of maps showing global energy trade and flows



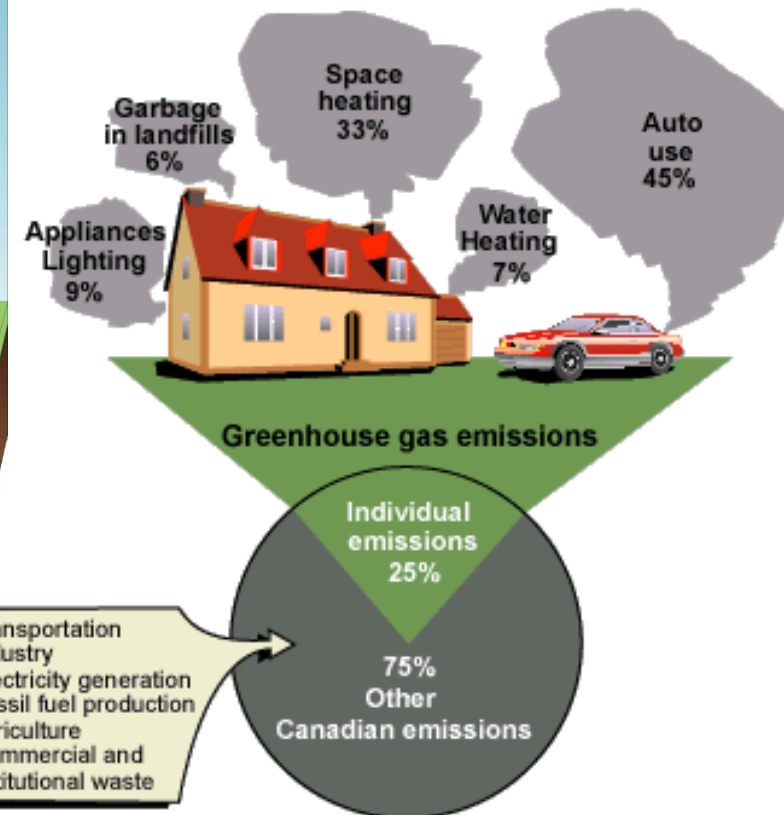


Integrating geographical skills

A level Geography 2016



(5) Comparison of emissions from different energy sources



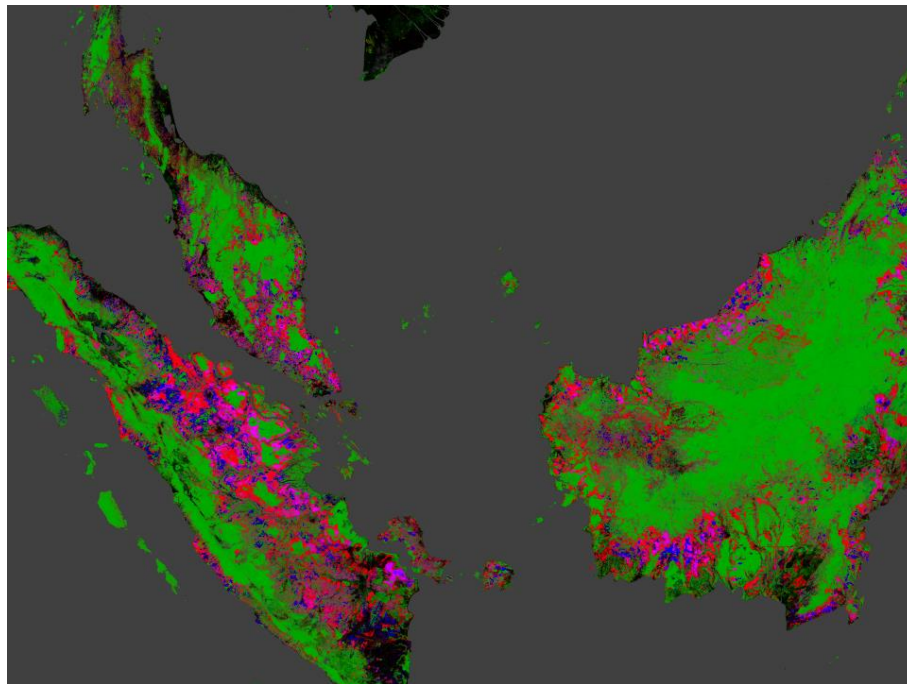
- It is important for students to be aware of the relative contribution of different human activities



Integrating geographical skills

A level Geography 2016

(6) Using GIS to map land-use changes such as deforestation over time



A partnership between Google and the University of Maryland (using NASA Landsat data)

Global Forest Change:
<http://earthenginepartners.appspot.com/>

- Blue areas in the Loss/Extent/Gain data Layer are not re-generating natural forest but industrial palm oil plantations.
- Magenta tones indicate cleared forest followed by newly grown palm estates.