

QUEEN'S GATE SCHOOL
GEOGRAPHY
A-LEVEL GUIDE



We live in a world of amazing beauty, infinite complexity and rigorous challenge. Through studying Geography, we can answer these fundamental questions:

- What shapes the world around us?
- How do people and environments interact?
- How do a diverse range of cultures and societies exist and interconnect?

If these questions speak to you.....then our subject is for you!



What are the reasons behind large-scale migration?
Has migration become increasingly complex?
What are the issues associated with global migration?

How important are water and carbon to life on Earth?
How do the water and carbon cycles operate in contrasting locations?
How do the water and carbon cycles change?
How are the two cycles linked?

What makes a place?
How and why do different people see, experience and understand places in different ways?
How are places represented in the media?
Why are some places rich and some poor?
How are places created - design and planning?
What can governments do to change places?

What is the evidence for continental drift and plate tectonics
What are the main hazards generated by volcanic and seismic activity?
What are the implications of living in tectonically active locations?
How can people cope with living in tectonically active locations?

WHY STUDY GEOGRAPHY?

Through studying Geography, we build an appreciation of how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions, and what a diverse range of cultures and societies exist and interconnect.

Geography is a subject which builds on our young people's own international experiences, helping them to formulate questions, develop their intellectual skills and find answers to issues affecting their lives. Geography helps us investigate and to think critically and creatively about the complexities of places, and different views and feelings relating to places.

Geography is studied best through enquiry, this requires the formulation of effective questions, and fieldwork and outdoor education are essential tools to allow this to happen. Furthermore, the broad scope of understanding as well as the adaptable nature of approach to study and problem solving means that, year on year; Geography graduates have the highest rates of employability out there.

A photograph of Barack Obama speaking into a microphone, with a blue tint. The image is partially obscured by a text overlay on the left.

"THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST MEMORIZING PLACES ON A MAP. IT'S ABOUT UNDERSTANDING THE COMPLEXITY OF OUR WORLD, APPRECIATING THE DIVERSITY OF CULTURES THAT EXISTS ACROSS CONTINENTS. AND IN THE END, IT'S ABOUT USING ALL THAT KNOWLEDGE TO HELP BRIDGE DIVIDES AND BRING PEOPLE TOGETHER." PRESIDENT BARACK OBAMA

A-LEVEL STRUCTURE AND TOPICS

Paper 1: Dynamic Landscapes

2 hours 15 minutes examination, including short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.

Tectonic Processes and Hazards; Landscape Systems, Processes and Change, Coastal Landscapes and Change; The Water Cycle and Water Insecurity; The Carbon Cycle and Energy Security

Paper 2: Dynamic Places

2 hours 15 minutes examination, including short open, open response and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions. Calculators may be used.

Globalisation; Shaping Places, Regenerating Places; Superpowers; Global Development and Connections; Migration, Identity and Sovereignty

Paper 3: Synoptic Investigation

2 hours 15 minutes examination, including short open, open response and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions. Calculators may be used.

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

- Players
- Attitudes and actions
- Futures and uncertainties.

All questions in the examination draw synoptically on knowledge and understanding from compulsory content drawn from different parts of the course. A resource booklet will contain information about a geographical issue and skills feature heavily here.

4 Non-Examined Assessment (NEA)

The investigation report is internally assessed and externally moderated. The student will produce a written report of 3000–4000 words.

This is an exciting opportunity to investigate a geographical topic of your choice independently. Students have to undertake fieldwork, basing their research on primary data that they collect, as well as using secondary research to support a specific question/issue of your choice. It is an excellent opportunity to acquire and practice independent research skills for University. This will be written up into a report including presentation of data findings, analysis and evaluation of data and drawing conclusions.

FIELD TRIPS AND SUPER CURRICULAR OPPORTUNITIES:

Field Trips are a unique, exciting and key element of learning in Geography. Students at A Level need to complete four full days of field work. These are dynamic and varied, ranging from local trips, making the most of our central London location, such as to Hyde Park and South Kensington, to trips further away such as Brick Lane and the Isle of Wight. Students will also undertake their own field work as a part of their Non-Examined Assessment.

Students will also have the opportunity to attend a range of school member lectures held at the Royal Geographical Society, to get them used to the structure and content of University Geography. Students are also encouraged to enter a range of competitions, to stretch them beyond their usual learning. There are a great range of these. They vary from essay competitions run by The Economist, to research based competitions such as the Royal Geographical Society's Young Geographer of the Year Award.

ENTRY REQUIREMENTS

First and foremost, students need to demonstrate dedication, passion and a love for Geography as a subject. Therefore, students must have taken Geography at GCSE level. They need to have a good pass, in line with, or going beyond their academic potential.