BROOKVALE GROBY LEARNING CAMPUS
Valuing Everyone, Achieving Excellence
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A-Level Geography

Assessment record sheet and PLCs

Year 12 & 13

Name: _____

Class: _____

Teacher:_____

Exams

Component 1: Physical geography
What's assessed Section A: Water and carbon cycles Section B: either ~~Hot desert systems and landscapes~~ or **Coastal systems and landscapes** or ~~Glacial systems and landscapes~~ Section C: either **Hazards** or ~~Ecosystems under stress~~
How it's assessed ● Written exam: 2 hours 30 minutes ● 120 marks ● 40% of A-level
Questions ● Section A: answer all questions (36 marks) ● Section B: answer either question 2 or question 3 or question 4 (36 marks) ● Section C: answer either question 5 or question 6 (48 marks) ● Question types: short answer, levels of response and extended prose

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Component 2: Human geography
What's assessed Section A: Global systems and global governance Section B: Changing places Section C: either ~~Contemporary urban environments or Population and the environment~~ or **Resource security**
How it's assessed ● Written exam: 2 hours 30 minutes ● 120 marks ● 40% of A-level
Questions ● Section A: answer all questions (36 marks) ● Section B: answer all questions (36 marks) ● Section C: answer either question 3 or question 4 or question 5 (48 marks) ● Question types: short answer, levels of response, extended prose

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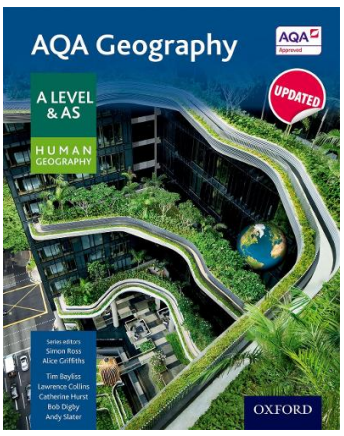
Component 3: Geography fieldwork investigation
What's assessed Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.
How it's assessed ● 3,000–4,000 words ● 60 marks ● 20% of A-level ● marked by teachers ● moderated by AQA

Online Revision Resources

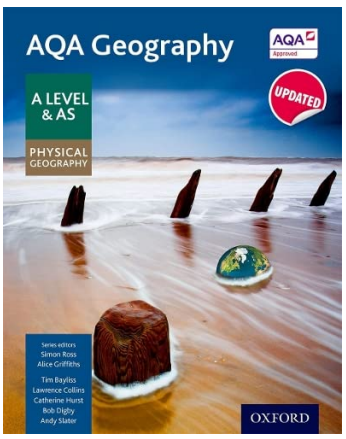
Geography Portal - lesson, exam questions, sample answers	Tutor2U Geography - Loads of revision	PMT - Revision resources
Specification	Past Papers	A-Level Internet Geography

Textbooks and Revision Guides



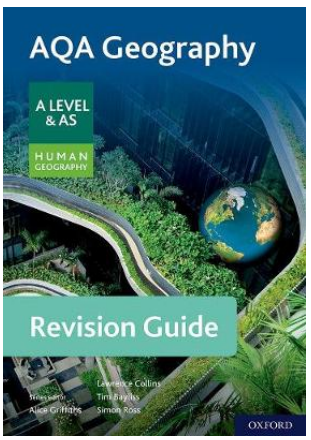
AQA Geography A Level & AS Human Geography Student Book - Updated 2020

ISBN13 9780198366546



AQA Geography A Level & AS Physical Geography Student Book - Updated 2020 by Simon Ross

ISBN 13 9780198366515



AQA Geography for A Level & AS Human Geography Revision Guide

Alice Griffiths (Author) Tim Bayliss (Author) Lawrence Collins (Author) Simon Ross (Author)

ISBN13 9780198432692

These textbooks are easy to purchase second hand from places like Vinted or Ebay

Geography A Level Assessment feedback

Name: _____

Target grade (end of yr 13): _____

Date	Component? 1, 2 or 3 (Title of unit)	Type of assessment – Essay, Questions, knowledge quiz etc ***Include the title***	Mark, grade, score. (Out of how many)	**Strengths** taken from feedback	**Targets**: What do I need to work on in the future?

Date	Component? 1, 2 or 3 (Title of unit)	Type of assessment – Essay, Questions, knowledge quiz etc ***Include the title***	Mark, grade, score. (Out of how many)	**Strengths** taken from feedback	**<u>Targets</u>**: What do I need to work on in the future?

Date	Component? 1, 2 or 3 (Title of unit)	Type of assessment – Essay, Questions, knowledge quiz etc ***Include the title***	Mark, grade, score. (Out of how many)	**Strengths** taken from feedback	**<u>Targets</u>**: What do I need to work on in the future?

Date	Component? 1, 2 or 3 (Title of unit)	Type of assessment – Essay, Questions, knowledge quiz etc ***Include the title***	Mark, grade, score. (Out of how many)	**Strengths** taken from feedback	**<u>Targets</u>**: What do I need to work on in the future?

This document is a tool for you to keep records of your achievement in Geography. You need to record any results from tests, exam questions and essays here. This is a work in progress document that you can use as a 'go to' to identify Strengths, Targets, Current working information.

This will also help to inform which areas you need to revise and make priority when it comes to Mock exams and then your final A level exams.

Keywords

Tier 2 key words - robust, high-frequency words that students find across the content areas

Adaptation = Action taken by humans to reduce their vulnerability or exposure to impacts.

Causes = Reasons for the form/character of a phenomenon – for example why a process occurs or why a phenomenon displays its characteristic features.

Challenges = Difficult, large-scale problems that require solutions.

Characteristics = The key features and properties of a phenomenon.

Conflicts = Issues over which two or more groups of people disagree.

Consequences = The results of an action, change or process. These may be many and various and can be positive or negative in their geographical impacts.

Contrasting = Where two or more phenomena differ from one another in one or more significant ways.

Distribution = The geographical locations of specified phenomenon/phenomena, most often shown on a map. A distribution may or may not present as a recognisable pattern.

Dynamic equilibrium = A state of balance in a constantly changing natural system, the operation of which attempts to balance inputs with outputs.

Economic = Connected with the economy and therefore related to production, distribution and consumption of goods and services. Conventionally measured in money terms and connected with employment, industry, income and human welfare.

Environmental = Concerned with the environment – water, air and land, and the organisms which occupy it (including humans) and natural resources obtainable from it.

Factors = The underlying causes of a phenomenon and the elements which influence it.

Impacts = The results/outcomes of events, actions or processes on people and the environment. They can be positive or negative.

Implications = What happens or might happen as a result/consequence of specific events, actions or processes.

Issues = Matters which cause concern to people about which there may be differing views, and which may be sources of conflict.

Lifestyle = The way in which people normally live their lives. Lifestyles vary both within and between places.

Management = The design and implementation of policies and strategies to run human systems and influence natural systems in order to minimise or reduce impacts or problems and enhance outcomes. Management involves deliberation, planning and action.

Mitigation = Any actions or measures taken to reduce or offset the adverse impacts or severity of a process or event.

Negative feedback = A cyclical sequence that decreases/diminishes an initial change in a natural system and tends to return the system to a state of equilibrium or balance.

Opportunities = Situations where change might be achievable and a better situation reached.

Patterns = Regularities in the occurrence or distribution of phenomena. Geographically, often shown on a map.

Political = Concerned with the distribution and exercise of power over human affairs, the promotion of different viewpoints and policies, the resolution of any such differences and the consequent decisions and their implementation.

Positive feedback = A cyclical sequence that increases or amplifies an initial change in a natural system.

Problems = Difficulties, risks or issues that worry people and indicate that responses are required.

Process = A sequence of actions, changes or functions that causes a change to take place and bring about a result.

Response = The ways in which people react to events or possible events – some responses are individual, some are collective; some are planned, some are unplanned.

Scale = The area or scope of a phenomenon or focus of study – for example: local, regional, national, international and global.

Social = Connected with people, their quality of life, health, education, lifestyles and welfare.

Strategies = Overarching views and approaches designed to manage a system, problem or issue.

Sustainable = That which is capable of being maintained into the foreseeable future without prejudice to its own continuation and damage to the environment.

System = A set of interrelated components that work together in which there are inputs and outputs of energy and materials. Natural systems tend towards dynamic equilibrium which balances inputs and outputs of energy and materials.

Command Words

Analyse - Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.

Annotate - Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling).

Assess - Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.

Calculate - Work out the value of something.

Critically - Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.

Define… What is meant by… - State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.

Describe - Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform, say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).

Discuss - Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.

Evaluate - Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.

Examine - Consider carefully and provide a detailed account of the indicated topic.

Explain.., Why.., Suggest reasons for… - Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.

Interpret - Ascribe meaning.

Justify - Give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Students should be able to explain all of this review process.

Outline..., Summarise… - Provide a brief account of relevant information

To what extent… - Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.

Geography independent reading homework record

Each week you will set a reading task on the Google classroom - This should be completed independently. The expectation is that you read the article, highlight, make notes and use it as part of your class/revision notes to support your case study knowledge where possible.

Please use this record to help you to comprehend the extra readings you have completed for homework. They may be a website link, geo file, newspaper article, chapter in a book. **Keep the record along with your class/revision notes**.

Date	Reading title/topic/article/website	Key points from the reading	Revision cards Y or N

Each week you will set a reading task on the Google classroom - This should be completed independently. The expectation is that you read the article, highlight, make notes and use it as part of your class/revision notes to support your case study knowledge where possible.

Date	Reading title/topic/article/website	Key points from the reading	Revision cards Y or N

Each week you will set a reading task on the Google classroom - This should be completed independently. The expectation is that you read the article, highlight, make notes and use it as part of your class/revision notes to support your case study knowledge where possible.

Date	Reading title/topic/article/website	Key points from the reading	Revision cards Y or N

Coastal Systems and Landscapes PLC
Paper 1

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

3.1.3.1 COASTS AS NATURAL SYSTEMS	R	A	G
Systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium			
The concepts of landform and landscape and how related landforms combine to form characteristic landscapes			
3.1.3.2 SYSTEMS AND PROCESSES	**R**	**A**	**G**
Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides			
Low energy and high energy coasts			
Sediment sources, cells and budgets			
Geomorphological processes: weathering, erosion, transportation, deposition			
Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrasion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition			
Distinctively coastal processes: sub-aerial: weathering, mass movement and runoff			
3.1.3.3 COASTAL LANDSCAPE DEVELOPMENT(UK EXAMPLES & BEYOND THE UK)	**R**	**A**	**G**
Origin and development of landforms and landscapes of coastal erosion: cliffs and wave cut platforms, cliff profile features including caves, arches and stacks; factors and processes in their development			
Origin and development of landforms and landscapes of coastal deposition: beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development			
Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development			
Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years			
Coastlines of emergence and submergence. Origin and development of associated landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts			

Recent and predicted climatic change and potential impact on coasts			
The relationship between process, time, landforms and landscape in coastal settings			
3.1.3.4 COASTAL MANAGEMENT	**R**	**A**	**G**
Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering			
Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management			

3.1.3.5 QUANTITATIVE AND QUALITATIVE SKILLS	**R**	**A**	**G**
Quantitative and relevant qualitative skills, applicable within the theme landscape systems including: observation skills, measurement and geospatial mapping skills, data manipulation and statistical skills applied to field measurements			
3.1.3.6 CASE STUDIES	**R**	**A**	**G**
Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data			
Case study(ies) of coastal environment(s) at a local scale to illustrate and analyse challenges represented in their sustainable management			
Case study of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development			
Case study of a contrasting coastal landscape beyond the UK to illustrate and evaluate human responses of resilience, mitigation and adaptation			

Hazards PLC checklist
Paper 1

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

3.1.5.1 THE CONCEPT OF HAZARD IN A GEOGRAPHICAL CONTEXT	R	A	G
Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological)			
Hazard perception and its economic and cultural determinants			
Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development			
The Park model of human response to hazards			
The Hazard Management Cycle			
3.1.5.2 PLATE TECTONICS	**R**	**A**	**G**
Earth structure and internal energy sources			
Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection current and seafloor spreading			
Destructive plate margins: characteristic processes: seismicity and vulcanicity; associated landforms: young fold mountains, deep sea trenches and island arcs, volcanoes			
Constructive plate margins: characteristic processes: seismicity and vulcanicity; associated landforms: rift valleys, ocean ridges, volcanoes			
Conservative plate margins: characteristic processes: seismicity			
Magma plumes and their relationship to plate movement			
3.1.5.3 VOLCANIC HAZARDS	**R**	**A**	**G**
The nature of vulcanicity and its relation to plate tectonics: **forms of volcanic hazard:** nuée ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra			
The nature of vulcanicity and its relation to plate tectonics: **spatial distribution, magnitude, frequency, regularity and predictability of volcanic events**			
Impacts: primary/secondary, environmental, social, economic, political			
Short and long-term responses: risk management designed to reduce the impact of the hazard through preparedness, mitigation, prevention and adaptation			
Impacts and human responses as evidenced by a recent volcanic event			

3.1.5.4 SEISMIC HAZARDS	R	A	G

The nature of seismicity and its relation to plate tectonics: **forms of seismic hazard:** earthquakes, shockwaves, tsunamis, liquefaction, landslides			
The nature of seismicity and its relation to plate tectonics: **spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events**			
Impacts: primary/secondary, environmental, social, economic, political			
Short and long-term responses: risk management designed to reduce the impact of the hazard through preparedness, mitigation, prevention and adaptation			
Impacts and human responses as evidenced by a recent seismic event			
3.1.5.5 STORM HAZARDS	**R**	**A**	**G**
The nature of tropical storms and their underlying causes: **forms of storm hazard:** high winds, storm surges, coastal flooding, river flooding and landslides			
The nature of tropical storms and their underlying causes: **spatial distribution, magnitude, frequency, regularity, predictability of storm events**			
Impacts: primary/secondary, environmental, social, economic, political			
Short and long-term responses: risk management designed to reduce the impact of the hazard through preparedness, mitigation, prevention and adaptation			
Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world			
3.1.5.6 FIRES IN NATURE	**R**	**A**	**G**
Nature of wildfires. Conditions favouring intense wildfires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency			
Impacts: primary/secondary, environmental, social, economic, political			
Short and long-term responses: risk management designed to reduce the impact of the hazard through preparedness, mitigation, prevention and adaptation			
Impacts and human responses as evidenced by a recent wildfire event			
3.1.5.7 CASE STUDIES	**R**	**A**	**G**
Case study of a multi-hazardous environment beyond the UK: **analysis of the nature of the hazards and the social, economic and environmental risks presented**			
Case study of a multi-hazardous environment beyond the UK: **analysis of how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation**			
Case study at a local scale of a specified place in a hazardous setting: **the physical nature of the hazard**			
Case study at a local scale of a specified place in a hazardous setting: **analysis of how the economic, social and political character of its community reflects the presence of the hazard and the community's response to the risk**			

Water and Carbon Cycles PLC
Paper 1

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

3.1.1.1 WATER AND CARBON CYCLES AS NATURAL SYSTEMS	R	A	G
Systems concepts and their application to the water cycle – inputs, outputs, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium			
Systems concepts and their application to the carbon cycle – inputs, outputs, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium			
3.1.1.2 THE WATER CYCLE	**R**	**A**	**G**
Global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere			
Processes driving change in the magnitude of these stores over time and space, including flows: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved and transfers in the water cycle at hillslope scale			
Drainage basins as open systems – inputs and outputs, evapo-transpiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration, overland flow and channel flow			
Concept of the water balance			
Runoff variation and the flood hydrograph			
Changes in the water cycle over time to include **natural variation** including storm events, seasonal changes			
Changes in the water cycle over time to include **human impact** including farming practices, land use changes, water abstraction			
3.1.1.3 THE CARBON CYCLE	**R**	**A**	**G**
Global distribution and size of major carbon stores – lithosphere, hydrosphere, cryosphere, biosphere, atmosphere			
Factors driving change in the magnitude of these stores over time and spaces, including flows and transfers at plant scale, sere and continental scales: photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering			
Changes in the carbon cycle over time, to include **natural variation** (including wildfires and volcanic activity)			

Changes in the carbon cycle over time, to include **human impact** (including hydrocarbon fuel extraction and burning, farming practices, deforestation and land use change)			
The carbon budget and the impact of the carbon cycle on land, oceans and atmosphere, including global climate			

3.1.1.4 WATER, CARBON, CLIMATE AND LIFE ON EARTH	R	A	G
The role of water and carbon stores and cycles in supporting life on Earth with particular reference to climate			
The relationship between the water cycle and carbon cycle in the atmosphere			
The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth			
Human interventions in the carbon cycle designed to influence carbon transfers and mitigate climate change			
3.1.1.5 QUANTITATIVE AND QUALITATIVE SKILLS	**R**	**A**	**G**
Quantitative and relevant qualitative skills, within the theme of water and carbon cycles, including simple mass balance, unit conversion; analysis and presentation of field data			
3.1.1.6 CASE STUDIES	**R**	**A**	**G**
Case study of a tropical rainforest (TRF) to illustrate themes in water and carbon cycles			
Case study of a TRF – relationship to environmental change and human activity			
Case study of a river catchment at a local scale – to illustrate and analyse the key themes above and engage with field data			
Case study of a river catchment at a local scale – consider the impact of precipitation on stores and transfers and implications for sustainable water supply and/or flooding			

Changing Places PLC
Paper 2

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

3.2.2.1 NATURE AND THE IMPORTANCE OF PLACES	R	A	G
The concept of place and the importance of place in human life and experience			
Insider and outsider perspectives on place			
Categories of place: near places and far places; experienced places and media places			
Factors contributing to the character of places: endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics			
Factors contributing to the character of places: exogenous: relationships with other places			
3.2.2.2(1) RELATIONSHIPS AND CONNECTIONS	**R**	**A**	**G**
The impact of relationships and connections on people and place with a particular focus on **either** changing demographic and cultural characteristics **or** economic change and social inequalities			
How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows			
The characteristics and impacts of external forces operating at different scales, **either** government **or** decisions of TNCS **or** international or global institutions			
How past and present connections, within and beyond localities, shape places and embed them in regional, national, global scales			
3.2.2.2(2) MEANING AND REPRESENTATION	**R**	**A**	**G**
How humans perceive and form attachments to places and represent the world to others, including the way in which place meanings are bound up with different identities (etc.)			
How external agencies and community or local groups make attempts to create specific place-meanings and shape actions and behaviours			
How places may be represented in different forms in diverse media that give contrasting images to that presented formally or statistically			
How past and present processes of development influence social and economic characteristics of places *and are implicit in present meanings*			
3.2.2.3 QUANTITATIVE AND QUALITATIVE SKILLS	**R**	**A**	**G**
Use of geospatial data to investigate and present place characteristics			
Qualitative approaches involved in representing place			
Analysing critically the impacts of different media on place meanings and perceptions			
Development of critical perspectives on the quantitative/qualitative data categories and approaches			

3.2.2.4 -PLACE STUDIES	R	A	G
Local place study, exploring the developing character of a place local to the home or study centre			
Local place study sources to represent this place in the past and present. Sources must include: qualitative (could be photographs, text from varied media, audio-visual media, artistic representations, oral sources, such as interview, reminiscences, songs etc) **and** quantitative data (could be statistics, such as census data, maps, geo-located data, geospatial data, including geographic information systems (GIS) applications)			
Local place study - people's lived experience of the place in the past and at present			
Local place study - **either** changing demographic and cultural characteristics **or** economic change and social inequalities			
Contrasting place study, exploring the developing character of a contrasting and distant place			
Distant place study sources to represent this place in the past and present. Sources must include: qualitative (could be photographs, text from varied media, audio-visual media, artistic representations, oral sources, such as interview, reminiscences, songs etc) **and** quantitative data (could be statistics, such as census data, maps, geo-located data, geospatial data, including geographic information systems (GIS) applications)			
Distant place study - people's lived experience of the place in the past and at present			
Distant place case study - **either** changing demographic and cultural characteristics **or** economic change and social inequalities			

Global Systems and Governance PLC
Paper 2

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

3.2.1.1 GLOBALISATION	R	A	G
Dimensions of globalisation: flows of capital, labour, products, services and information; global marketing; patterns of production, distribution and consumption			
Factors in globalisation: the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements			
3.2.1.2 GLOBAL SYSTEMS	**R**	**A**	**G**
Form and nature of economic, political, social and environmental interdependence in the contemporary world			
Issues associated with interdependence including how: unequal flows of people, money, technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places			
Issues associated with interdependence including how: unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a constrained way			
3.2.1.3 INTERNATIONAL TRADE AND ACCESS TO MARKETS	**R**	**A**	**G**
Global features and trends in the volume and pattern of international trade and investment associated with globalisation			
Trading relationships and patterns between large highly developed economies (HDEs) such as the United States, the European Union, emerging major economies (EMEs) such as China and India and smaller, less developed economies (LDEs) such as those in sub-Saharan Africa, southern Asia and Latin America			
Differential access to markets associated with levels of economic development and trading agreements and its impacts on economic and societal well-being			
The nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns			
Detailed reference to a specific TNC including its impacts on those countries in which it operates			
World trade in at least one food commodity **or** one manufacturing product			

Analysis and assessment of the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe			

3.2.1.4 GLOBAL GOVERNANCE	R	A	G
The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems			
Issues associated with attempts at global governance, including how agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustice			
Issues associated with attempts at global governance, including how interactions between the local, regional, national, international and global scales are fundamental to understanding global governance			
3.2.1.5 THE 'GLOBAL COMMONS'	**R**	**A**	**G**
The concept of the global commons. The rights of all to the benefits of the global commons. Acknowledgement that the rights of all people to sustainable development must acknowledge the need to protect the global commons			
An outline of the contemporary geography, including climate, of Antarctica (including the Southern Ocean north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerabi global economic pressures and environmental change			
Threats to Antarctica arising from: climate change, fishing and whaling, the search for mineral resources, tourism and scientific research			
Critical appraisal of the developing governance of Antarctica: • International government organisations to include: United Nations (UN) agencies such as the United National Environment Programme (UNEP) and the International Whaling Commission • Developing governance: o The Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991) o IWC Whaling Moratorium (1982) – their purpose, scope and systems for inspection and enforcement			
The role of NGOs in monitoring threats and enhancing protection of Antarctica			
Analysis and assessment of the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe			
3.2.1.6 GLOBALISATION CRITIQUE	**R**	**A**	**G**
The impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs of inequalities, injustice, conflict and environmental impact			

Resource Security PLC
Paper 2

G	I am confident about this topic and I know what I need to do.
A	I am not too sure about this topic. I may need to check with my teacher and spend more time working on this topic.
R	I am not confident I could answer a question on this topic. I need to check with my teacher and ensure I have what I need to do it.

3.2.5.1 RESOURCE DEVELOPMENT	R	A	G
Concept of a resource. Resource classifications, to include stock and flow resources			
Stock resource evaluation: measured reserves, indicated reserves, inferred resources, possible resources			
Natural resource development over time: exploration, exploitation, development			
Concepts of resource frontier and resource peak			
Sustainable resource development. Environmental Impact Assessment (EIA) in relation to resource development projects			
3.2.5.2 NATURAL RESOURCE ISSUES	**R**	**A**	**G**
Global patterns of production, consumption and trade/movements of energy and ore minerals.			
Global patterns of water availability and demand			
The geopolitics of energy, ore mineral and water resource distributions, trade and management			
3.2.5.3 WATER SECURITY	**R**	**A**	**G**
Sources of water; components of demand, water stress			
Relationship of water supply (volume and quality) to key aspects of physical geography – climate, geology and drainage			
Strategies to increase water supply to include catchment, diversion, storage, water transfers and desalination			
Environmental impacts of a major water supply scheme incorporating a major dam and/or barrage and associated distribution networks			
Strategies to manage water consumption (including reducing demand)			
Sustainability issues in water management: virtual water trade, conservation, recycling, 'greywater' and groundwater management			
Water conflicts at a variety of scales – local, national, international			
3.2.5.4 ENERGY SECURITY	**R**	**A**	**G**
Sources of energy both primary and secondary. Components of demand and energy mixes in contrasting settings			
Relationship of energy supply (volume and quality) to key aspects of physical geography – climate, geology and drainage			

Energy supplies in a globalising world: competing national interests and the role of TNCs in energy production, processing and distribution			
Environmental impacts of a major energy resource development such as an oil, coal or gas field and associated distribution networks			
Strategies to increase energy supply (oil and gas exploration, nuclear power and development of renewable sources)			
Strategies to manage energy consumption (including reducing demand)			
Sustainability issues in energy production, trade and consumption: acid rain, the enhanced greenhouse effect, nuclear waste and energy conservation			
3.2.5.5 MINERAL SECURITY **With reference to iron ore or a specified globally traded non-ferrous metal ore e.g. copper, tin, manganese:**	**R**	**A**	**G**
Sources of the specified ore. Distribution of reserves/resources.			
End uses of the ore. Components of demand for ore. Role of specified ore in global commerce and industry			
Key aspects of physical geography associated with ore occurrence and working: geological conditions and location			
Environmental impacts of a major mineral resource extraction scheme and associated distribution networks			
Sustainability issues associated with ore extraction, trade and processing			
3.2.5.6 RESOURCE FUTURES	**R**	**A**	**G**
Alternative energy, water and mineral futures and their relationship with a range of technological, economic, environmental and political developments			
3.2.5.7 CASE STUDIES	**R**	**A**	**G**
Case study of **either** water **or** energy **or** mineral ore resource issues in a global or specified regional setting to illustrate and analyse themes set out above, their implications for the setting including the relationship between resource security and human welfare and attempts to manage the resource			
Case study of a specified place to illustrate and analyse how aspects of its physical environment affects the availability and cost of water **or** energy **or** mineral ore and the way in which its used			

Specific Geographical Skills PLC
Paper 1 & 2

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3.4.2.1 CORE SKILLS	R	A	G
Use and annotation of illustrative and visual material: base maps, sketch maps, OS maps (at a variety of scales), diagrams, graphs, field sketches, photographs, geospatial, geo-located and digital imagery			
Use of overlays, both physical and electronic			
Literacy – use of factual text and discursive/creative material and coding techniques when analysing text			
Numeracy – use of number, measure and measurement			
Questionnaire and interview technique			
3.4.2.2 CARTOGRAPHIC SKILLS	**R**	**A**	**G**
Atlas maps			
Weather maps – including synoptic charts (if applicable)			
Maps with located proportional symbols			
Maps showing movement – flow line, desire lines and trip lines			
Maps showing spatial patterns – choropleth, isoline and dot maps			
3.4.2.3 GRAPHICAL SKILLS	**R**	**A**	**G**
Line graphs – simple, comparative, compound and divergent			
Bar graphs – simple, comparative, compound and divergent			
Scatter graphs and the use of best fit line			
Pie charts and proportional divided circles			
Triangular graphs			
Graphs with logarithmic scales			
Dispersion diagrams			
3.4.2.4 STATISTICAL SKILLS	**R**	**A**	**G**
Measures of central tendency – mean, mode, median			
Measures of dispersion – range, inter-quartile range			
Measures of dispersion - standard deviation			

Inferential and relational statistical techniques – Spearman's rank correlation			
Inferential and relational statistical techniques – Chi-square test			
3.2.2.5 ICT SKILLS	**R**	**A**	**G**
Use of remotely sensed data			
Use of electronic databases			
Use of innovative sources of data such as crowdsourcing and 'big data'			
Use of ICT to generate evidence of skills (above) such as producing maps, graphs and statistical calculations			