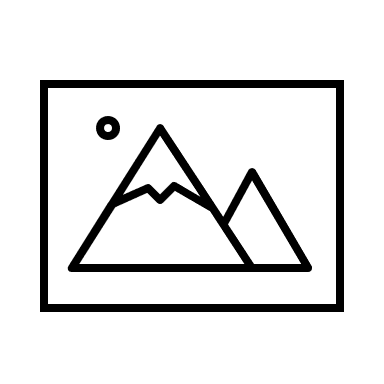
**307**

AQA A-Level Geography

Course Code 7307

Geography A-Level

**Course Handbook**

**NAME:**

**Introduction to the department**

Welcome to …. We hope that you enjoy your time in the department and find the process of studying the course a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

The Geography department is located on the first floor of the Goodridge Building with 2 classrooms, rooms 911 and 912. The Geography Office is on the same corridor room 914.

**Teaching Staff:**

* **Lorna Cansfield**
* **Gayle Hindess**
* **Alison Martin**

**Head of Department:**

* **Debbie Knox**

**Director of Faculty (Humanities and Social Sciences/Arts and Sciences):**

* **Debbie Haggar**

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve.
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You may be given guidance on how long this should take and completed work will be checked and/or taken in.
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to received additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

**Approach to remote teaching and learning**

Following the closure of schools and colleges in March 2020, teachers and students have adapted to a new environment of remote teaching and learning. How ‘remote’ this is depends on the wider context of COVID-19, but the department has clear plans, and expectations of its students, in each of the scenarios below.

1. ***Normal Opening: The College is open as normal; all students attend and follow a full, face-to-face timetable***

In this situation the department would run lessons, as normal and all of the expectations of students and teachers on the page before would apply

1. ***Blended Learning: students will receive a mixture of physical and remote lessons, attending college physically one week and remotely the other***

The department will continue to offer high quality lessons in this scenario although the exact nature of teaching and learning may vary depending on what content is being covered. Students should expect a mixture of:

* **Streamed lessons** – when appropriate, lessons including half of the class will be streamed live through Microsoft Teams to the other half of the class learning from home
* **Recorded content** – tutorials, demonstrations, presentations etc. will be pre-recorded for students to watch and complete a set of follow-up tasks
* **Structured independent work –** students may be longer project-style work, or work that is made up of several structured tasks and asked to work on this independently for a period of time, during which their teacher will be available for support
* **Preparation work** **–** class time may be used to set students independent work in the form of research or pre-learning to prepare them for a specific live lessons, which will then be used to assess students’ level of understanding of the work they have completed.
* **Homework** – students will also be expected to complete homework tasks

1. ***Remote Learning: students will receive remote lessons and assessment will be conducted remotely***

In the event that college is not open for physical lesson, teaching and learning will move online through the combined use of Microsoft Teams and Godalming Online. The specific nature of each week’s learning will vary depending on what is being covered, but students should expect a mixture of:

* **Live lessons through Microsoft Teams** – this is a fantastic platform that allows classes to video-call, watch presentations, take part in Q&A, group work, 1-1s all in real-time. Teams lessons will be the main part of remote teaching and learning but may take a slightly different form or length than physical lessons to help students engage fully. For example, a 1.5 hour physical lesson might translate to a 30-45 minute Teams lessons, made up of a brief teacher-led presentation and class Q&A, followed by 45 minutes of structured independent work, during which time the teacher conducts 1-1s with students
* **Online submissions** – students will upload work regularly to help their teacher monitor their progress and offer support when needed. This will be done through the ‘Assignments’ feature on Teams or through Godalming Online
* **Remote Workshops** – in addition to remote lessons, department workshops will continue remotely to provide students with extra points in the week to get 1-1 help on content, homework or remote learning in general

**Expectations of students in scenario 2&3 –** if students find themselves learning remotely or in a mixture of physical and remote lessons, then the department has clear expectations of how they should work in this environment. The department has considerable experience in delivering content remotely and key to this is students remaining engaged, establishing a clear working routine and communicating effectively with staff. More specifically it is expected that students will:



* Attend all remote lessons unless told otherwise by their teacher
* Actively take part in remote lessons e.g. contribute questions and answers, take part in group work, turn webcams on (with the background blurred) when asked to by their teacher
* Submit all work via Godalming Online or Microsoft Teams by the deadline set
* Communicate regularly with their teachers, either as part of scheduled 1-1s or more informally to discuss work or any problems they might be having. This will be through Email or Teams.

To identify where your remote strengths and weaknesses might be, complete the specific department audit below. This is made up of the essential skills you would need to learn in a remote or blended environment.

|  |  |
| --- | --- |
| **Remote Learning Skills Audit that you need to master to succeed on this course** | ***Tick*** |
| Log on to Office 365 using your college details (in college and at home) |  |
| Open Microsoft Teams and find a class team |  |
| Join a lesson on Teams and post a comment |  |
| Download the Teams app on your phone |  |
| Upload or attach documents in Teams |  |
| Save documents on OneDrive |  |
| Access your OneDrive files at home |  |
| Share documents, PowerPoints etc without attaching them to emails |  |
| Access Godalming Online course pages and download files |  |
| Upload work onto Godalming Online |  |
| Access E-textbooks needed on the course |  |
| Log on to any magazines or websites needed on the course |  |
| Access Estream to watch films/documentaries/pre-recorded content |  |



*[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Flogotyp.us%2Flogo%2Fmicrosoft-teams%2F&psig=AOvVaw2Wl1l6bVS-gskR2jhCsLQD&ust=1594130388988000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNDg_8_kuOoCFQAAAAAdAAAAABAD)*There are lots of places you can go to get help with the skills listed above.

To begin with, speak to your teachers to get help with the basics of using Microsoft Teams or Godalming Online. This can be done at the start of the year through departmental surgeries and through workshops. A good idea would be to bring the completed audit above to a workshop and go through this with your teacher to fill in any gaps.

The IT Department are also available to offer more technical support or if you run into a problem your teacher cannot resolve. If in college, IT can be found on the top floor of the 300s. Also have a look at the IT Helpdesk on Godalming Online, which has help on using features such as Office 365. Finally IT are also contactable via [ITsupport@godaming.ac.uk](mailto:ITsupport@godaming.ac.uk)

If you are concerned about how to organise your time and working habits during a period of remote learning, then speak to your tutor for ideas and techniques to work independently. The Learning Support Department are also available to discuss specific concerns or individual learning needs further.

**Course Overview**

|  |  |  |
| --- | --- | --- |
| **PAPER 1 – PHYSICAL** | **PAPER 2 – HUMAN** | **NEA: GEOGRAPHY FIELDWORK INVESTIGATION** |
| **YEAR 1**   * **Coastal systems and landscapes** | **YEAR 1**   * **Changing Places** * **Contemporary urban environments** | **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 part of the specification content.** |
| **YEAR 2**   * **Hazards** * **Water and the carbon cycle** | **YEAR 2**   * **Global systems and global governance** |

**Fieldwork**

Fieldwork is an essential component of studying Geography and each year the department runs **compulsory** fieldtrips, designed to provide excellent preparation for students to complete their independent investigation.

Students are required to complete the fieldtrip visits as part of their final assessment and will cover fieldwork tasks for both physical and human geography.

**The Exams**

At the end of your second year you will take the following exams:

|  |  |  |
| --- | --- | --- |
| **Paper 1:** | **Paper 2:** | **NEA - Coursework** |
| Physical Geography | Human Geography | Independent Investigation |
| 40% of A Level grade | 40% of A Level grade | 20% of A Level grade |
| 2 hour 30 minutes exam | 2 hour 30 minutes exam | 3000 – 4000 words |
| 120 marks | 120 marks | 60 marks |
| Questions on Water and Carbon worth 36 marks | Questions on Global Systems and Global Governance worth 36 marks |  |
| Questions on Coasts worth 36 marks | Questions on Changing Places worth 36 marks |  |
| Questions on Hazards worth 48 marks | Questions on Contemporary Urban Environments worth 48 marks |  |

**Student scheme of work**

Below is a summary of how you will be taught the different units of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your A-Level. You will also see the key assessment points given below. It is important that you know when these are so that you can organise your revision and preparation. An important idea to understand when looking at this student scheme of work, is that the course flows consistently over two years. The topics you study at the start of your first year are as ‘difficult’ as those you will look at the end of your second year. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A-LEVEL YEAR 1 (Subject to Review)** | | | |
| **Week** | **Physical (1.5 hrs per week)** | **Human (3 hrs per week)** | | **Assessment** |
| **Start of term/L6 Enrolment** | | | | |
| **L6 Enrolment** | | | | |
| 1 | **Coasts**  Systems  Sources of energy – wind and wave and tides and currents  Sediment cells  Coasts Fieldwork Preparation | **Changing Places**  The concept of place  Insider and outsider perspective, near and far, experienced and media places  Endogenous and exogenous factors  How places are represented  How place meaning can be manipulated and managed | |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 | **Benchmark 1** |
| *Half Term –19th – 30th October (2 weeks)* | | | | |
| 7 | Fieldwork Skills - Sampling techniques, Risk assessment, Research and referencing | Stratford  Detroit  Quantitative and qualitative data analysis  Godalming  Godalming Fieldwork Preparation | |  |
| 8 | Coastal Fieldwork |  |
| 9 | Fieldwork Follow-up - Data presentation and analysis  Spearman’s Rank |  |
| 10 | Weathering and mass movement  Marine erosion  Erosional landforms  Depositional landforms |  |
| 11 | Godalming Fieldwork | |  |
| 12 | Fieldwork Follow-up - Questionnaires (Human)  Chi square (Human) and Introduction and method (globalisation) (Human) | | **Benchmark 2** |
| 13 |  |
| *Christmas Holiday – 21st December – 1st January* | | | | |
| 14 | Sand Dune and estuarine succession  Sea level change  Coastal management | **Contemporary Urban Environments**  Global Patterns of Urbanisation  Cycle of Urbanisation  Urban Form | |  |
| 15 |  |
| 16 | **Student Review 1 Available** |
| 17 |  |
| 18 |  |
| 19 |  |
| *Half Term - 15th February – 19th February* | | | | |
| 20 | Holderness | Social and Economic Issues | |  |
| 21 | Odisha | Mumbai Case Study | |  |
| 22 | Exam Practice and Consolidation | Guildford Fieldwork Preparation: Land use, Environmental quality, Perception survey | |  |
| 23 | Consolidation | London Case Study | | **Benchmark 3** |
| 24 | Fieldwork | Urban Climate | |  |
| 25 | Fieldwork follow-up | Urban Drainage | |  |
| *Easter Holiday – 2nd April – 16th April* | | | | |
| 26 | NEA | | Urban Waste |  |
| 27 | NEA | | Other contemporary issues |  |
| 28 | NEA | | Sustainable urban development |  |
| 29 | NEA/Coasts Consolidation | | CUE - consolidation |  |
| 30 | NEA/Coasts Consolidation | | CUE - consolidation |  |
| 31 | NEA/Coasts Consolidation | | CUE - consolidation |  |
| *Half Term31st May – 4th June* | | | | |
| **NEA and Physical Geography - Hazards** | | | | |
| 32 | NEA | | | **Benchmark 4** |
| 33 | **HAZARDS**  **The concept of hazard in a geographical context**   * The Park Model * The Hazard Management Cycle   **Plate tectonics**   * Destructive, constructive and conservative plate margins. Characteristic processes & associated landforms * Magma plumes and their relationship to plate movement | | |  |
| 34 |  |
| 35 |  |
| 36 |  |
| 37 | **Student Review 2 and Predicted Grade Available** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A-LEVEL YEAR 2 (subject to review)** | | |
| **Week** | **Physical (3 hrs per week)** | **Human ( 1.5 hrs per week)** | **Assessment** |
| **Start of term/L6 Enrolment** | | | |
| **L6 Enrolment** | | | |
| 38 | **Volcanic hazards**   * The nature of vulcanicity and its relation to plate tectonics * Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses * Impacts and human responses as evidenced by a recent volcanic event - Etna   **Seismic hazards**   * The nature of seismicity and its relation to plate tectonics * Impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses * Impacts and human responses as evidenced by a recent seismic event - Tohuku | **GLOBAL SYSTEMS AND GLOBAL GOVERNANCE**  **Globalisation**   * Dimensions of globalisation * Global marketing * Patterns of production, distribution and consumption * Factors in globalisation   **Global systems**   * Form and nature of interdependence in the contemporary world * Issues associated with unequal flows * Issues associated with unequal power relations |  |
| 39 |  |
| 40 | **Benchmark 5** |
| 41 |  |
| 42 |  |
| 43 |  |
| *Half Term* | | | |
| 44 | **Storm hazards**   * The nature of tropical storms and their underlying causes * Spatial distribution, magnitude, frequency, regularity, predictability of hazard events * Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses * Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world - Hurricane Katrina & Cyclone Nargis   **Fires in nature**   * Nature of wildfires. Conditions favouring intense wild fires * Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses * Impact and human responses as evidenced by a recent wild fire event * Case studyat a local scale of a specified place in a hazardous setting – Alberta, Canada * Case studyof a multi-hazardous environment beyond the UK - Haiti | **International trade and access to markets**   * Global features and trends * Trading relationships and patterns * Differential access to markets * World trade in at least one food commodity/product - Bananas |  |
| 45 |  |
| 46 | **Benchmark 6** |
| 47 |  |
| 48 |  |
| 49 |  |
| 50 | **Student Review 3 Available** |
| *Christmas Holiday* | | | |
| 51 | **The Water Cycle**   * Systems * Changes in Global Stores & The Drainage Basin System * Variations in Run-off and River Regimes * The Storm Hydrograph * Factors causing change in the water cycle * Case study – River Exe | * The nature and role of Transnational corporations * Case Study - Apple * Analysis and assessment of the geographical consequences of global systems   **Global governance and the global commons**   * The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems * Issues associated with attempts at global governance * The concept of the global commons * Peoples’ rights to sustainable development and the need to protect the global commons |  |
| 52 |  |
| 53 |  |
| 54 |  |
| 55 |  |
| 56 |  |
| *Half Term* | | | |
| 57 | **MOCK EXAMS** | |  |
| 58 | **The Carbon Cycle**   * Global distribution, size, stores of carbon * Flows, processes and transfers * Factors leading to change * Mitigation * Nature of the impacts and Links between water and carbon * Water and carbon in the tropical rainforest | **Antarctica as a global common**   * The geography of Antarctica * Threats to Antarctica * Critical appraisal of the governance of Antarctica * The role of NGOs in monitoring threats and enhancing protection of Antarctica * Analysis and assessment of the geographical consequences of global governance.   Consolidation and exam practice Human topics  Statistics revision – mean, median, mode, dispersion & IQR, Standard deviation, Spearman’s Rank and Chi-squared |  |
| 59 |  |
| 60 | **Student Review 4 Available** |
| 61 |  |
| 62 |  |
| *Easter Holiday* | | | |
| 63 | Consolidation and exam practice Physical topics  Statistics revision – mean, median, mode, dispersion & IQR, Standard deviation, Spearman’s Rank and Chi-squared | Consolidation and exam practice Human topics  Statistics revision – mean, median, mode, dispersion & IQR, Standard deviation, Spearman’s Rank and Chi-squared |  |
| 64 |  |
| 65 |  |
| 66 | **Last Day of U6 Teaching May 2022** | | |

**Assessment**

When starting the course, it is important to know how the course is assessed. All assessed work is marked around what are known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

|  |  |
| --- | --- |
| **AO1** | Demonstrate knowledge and understanding of places, environments, concepts processes, interactions and change at a variety of scales. |
| **AO2** | Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information. |
| **AO3** | Use a variety of relevant quantitative, qualitative and fieldwork skills. |

Physical and Human Exam Question Marks and Assessment Objectives

|  |  |  |  |
| --- | --- | --- | --- |
| **PHYSICAL TOPICS** | **HUMAN TOPICS** | **Question and marks** | **Total** |
| A: Water and Carbon Cycle | A: Global Systems and Global Governance | 4 (AO1) |  |
|  |  | 6 (AO1 2 marks, AO2 4 marks) |  |
|  |  | 6 (AO3) |  |
|  |  | 20 (AO1 10 marks, AO2 10 marks) | **36** |
| B: Coastal systems and landscapes | B: Changing Places | 4 (AO1) |  |
|  |  | 6 (AO1 2 marks, AO2 4 marks) |  |
|  |  | 6 (AO3) |  |
|  |  | 20 (AO1 10 marks, AO2 10 marks) | **36** |
| C: Hazards | C: Contemporary Urban Environments | 4 (AO1) |  |
|  |  | 6 (AO3) |  |
|  |  | 9 (AO1 4 marks, AO2 5 marks) |  |
|  |  | 9 (AO1 4 marks, AO2 5 marks) |  |
|  |  | 20 (AO1 10 marks, AO2 10 marks) | **48** |

**A-Level geography Mark schemes can be found using the following link:**

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/assessment-resources?start_rank=21>

**Example geography Exam Papers can be found using the following link:**

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/assessment-resources?start_rank=1>

**Geography A-level Department Assessment Policy 2020-2022**

Subject to Review due to Covid Situation

**The Importance of Feedback**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. Feedback is essential for your learning and to identify how to improve your work. Feedback will consist of written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

**The Final Assessment**

BLUE = TAUGHT IN FIRST YEAR, YELLOW = TAUGHT IN SECOND YEAR, GREEN = NON EXAMINED ASSESSMENT - INDEPENDENT INVESTIGATION TAUGHT AND COMPLETED DURING FIRST AND SECOND YEAR.

|  |  |  |
| --- | --- | --- |
| **WRITTEN EXAM**  **PAPER 1: PHYSICAL**  **120 marks 2.5 Hrs 40% of A-level** | **WRITTEN EXAM**  **PAPER 2: HUMAN**  **120 marks 2.5 Hrs 40% of A-level** | **NON EXAMINED ASSESSMENT -**  **GEOGRAPHY FIELDWORK INVESTIGATION (3000 – 4000 words) 60 marks**  **20% of A-level** |
| **Section B**  **Coastal systems and landscapes (36 marks)**  **Section C**  **Hazards (48 marks)** | **Section B**  **Changing Places (36 marks)**  **Section C**  **Contemporary urban environments (48 marks)** | **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 part of the specification content.** |
| **Section C**  **Hazards (48 marks)**  **Section A**  **Water and the carbon cycle (36 marks)** | **Section A**  **Global systems and global governance (36 marks)** |

**Weekly Independent Tasks (Homework)**

Homework does not necessarily need to be completed at home! You can use free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as a 0845 to 1615 day and use your free periods in the library completing tasks.

In line with the College’s ’50-50’ initiative, each week, homework will be set and could take up to 4.5 hours in total. If the homework only takes you 1 hour for a week, then you will have a further 3.5 hours to conduct further reading and consolidate learning. Homework tasks will consist of a variety of types for example; completing class work, additional reading and research tasks, examination practice. **Not all homework will be marked.** It could be given a quick inspection in class, involve peer and self-assessment or be used as part of a class exercise.

**Benchmark Assessments**

Throughout Year 1 there will be 4 benchmark assessments approximately in October, December, March/April and June. These consist of questions that you would see in the exam and will cover the most recent topics.

* WRITTEN FEEDBACK: Each benchmark assessment will receive teacher feedback on scripts.
* VERBAL FEEDBACK: 1-2-1’s will also occur in the Spring and Summer term after the benchmarks have been reviewed. These benchmark assessments will then feed directly into the student reviews (‘reports’) which get sent home to your parents and your final Annual Review Grade (ARG), which forms the basis of your predicted grade.
* REFLECTION AND TARGET SETTING: After each assessment, students will be expected to reflect on their results and feedback to set themselves targets for improvement in the period in question.

Benchmarks are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback. Follow up work is to test whether you have learned from the benchmarks to become better at the subject and exam technique.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through Student Reviews (Reports) spread throughout the two years at College and also parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way.

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2020), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).** Benchmark 4 carries more weight than 1, 2 and 3 and is taken into consideration alongside other factors like your ‘Approach to Learning’ to signal your academic potential.
2. **Approach to Learning (onsite in lessons):** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.
3. **Approach to Learning (remote learning):** How you were engaging in your learning remotely, evidenced by the ability to meet weekly deadlines with quality work, attendance at any remote lessons (unless previously communicated to state your unavailability) and communication with your teachers via Email and/or Microsoft Teams.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year.

**Other Considerations**

* *IF YOU DO NOT UNDERSTAND SOMETHING:* Waiting until the work is due to tell your teacher you did not understand it is not acceptable. You must do your homework in good time so that if there is something you are unsure of you can email or talk to your teacher in good time. We are always here to help, if you put the effort in first.
* *LATE POLICY:* In line with the ‘College Assessment Policy’, the department are under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks or benchmark assessments. Please be warned that a failure to meet the final coursework deadline is the equivalent to missing the exam and it will be recommended that the student should be removed from the course. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently. A continued failure to meet ‘PREP’ work requirements will result in a reference to the pastoral team.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted. **The exception to this is the Independent Investigation.**
* *PLAGIARISM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.
* *ABSENCES:* All absences should be reported (preferably by a parent) to student reception or [attendance@godalming.ac.uk](mailto:attendance@godalming.ac.uk). It is your responsibility to catch up with work from your teacher by emailing them on the day you are absent.
* *EXPECTATIONS IN LESSONS:* We expect you to come well prepared, ready to learn with the current teaching materials, paper, pencil case, writing equipment including pens, pencils, highlighters, ruler, calculator and a folder to put your work in.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2020-21**

Below is an overview of all the key assessment checkpoints subject to review.

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT** | **DATE** | **DETAILS** |
| **Benchmark 1 Checkpoint** | Oct 2020 | **Mock Exams on Coasts and Changing Places**   * A mix of multiple choice, short answer and data response questions. |
| **Parents Evening (For All)** | Nov 2020 | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to A-level learning based upon:**   1. **Approach to learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers) 2. **Performance Grade** in Benchmark 1 and from your homework tasks |
| **XMAS BREAK** |  |  |
| **Benchmark 2 Checkpoint** | Dec 2020 | **Mock Exams on Coasts and Changing Places**   * A mix of multiple choice, short answer, data response and longer answer questions. |
| **Student Review 1** | Jan 2020 | **A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:**   1. **Performance grade (A to U)** (based on benchmark 1 and 2 but also your homework tasks) 2. **Approach to Learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers). |
| **Benchmark 3 Checkpoint** | March 2021 | **Mock Exams on Contemporary Urban Environments**   * A mix of multiple choice, short answer, data response and longer answer questions. |
| **Parents Evening (Targeted)** | Mar 2021 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.** |
| **EASTER BREAK** |  |  |
| **Benchmark 4 Checkpoint** | June 2020 | **Mock Exam on Coasts, Changing Places, Contemporary Urban Environments**   * A mix of multiple choice, short answer, data response and longer answer questions. |
| **Student Review 2** | July 2020 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year (see notes in main doc.) 3. Predicted Grade |
| **SUMMER BREAK** |  |  |
| **Benchmark 5 Checkpoint** | Sept 2021 | **Mock Exam on Hazards, Coasts, Changing Places, Contemporary Urban Environments**   * A mix of multiple choice, short answer, data response and longer answer questions. |
| **Parents Evening (All)** | Oct 2021 | **Meetings with your parents to discuss how you have settled in to the second phase of learning:**   1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher) 2. **Performance**with reference to your draft coursework mark and to talk about the final deadline for after half-term. 3. **How to support you:**Discuss how parents can further support you and what is coming up in this year |
| **Benchmark 6 Checkpoint** | Nov 2021 | **Mock Exam on Hazards, Global Systems and Global Governance, Changing Places and Contemporary Urban Environments**   * A mix of multiple choice, short answer, data response and longer answer questions. |
| **Student Review 3** | Dec 2021 | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade |
| **XMAS BREAK** |  |  |
| **Benchmark 7 Checkpoint** | Feb 2022 | **Mock Exam on all topics**   * A mix of multiple choice, short answer, data response and longer answer questions. |
| **Student Review 4** | Mar 2022 | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)**   1. Approach to Learning 2. Performance Grade (based upon benchmark 7 Mock Exam only) compared to Predicted Grade |
| **Parents Evening (Targeted)** | Apr 2022 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.** |
| **EASTER BREAK** |  |  |

**Geography Department**

**50:50 Help and Advice**

Key to your success whilst studying in the Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

Go over your lesson materials and handouts from that week making sure that all activities have been finished in detail. If you have been reading articles or sources, go over these highlighting key points and adding annotations to the margins. When you have looked at a new concept or period, produce a simple mind-map to summarise the key information ready for future revision.

**Read an Extension article/chapter *(Suggested time = 1-2 hours per week)***

Find an article or chapter that supports what you have been doing in class using the recommended A level text books, Hodder (also on Browns VLE) or Oxford, and Geography Review magazine all available in the ILC. The Tutor2u website at [www.tutor2u.net](http://www.tutor2u.net) and [www.coolgeography.co.uk](http://www.coolgeography.co.uk) are excellent sites tailor made for A level geography students. Create a set of sub-headings and then take detailed notes.

**WATCH A DOCUMENTARY *(Suggested time = 45 minutes per week)***

Estream has a wide selection of Geography documentaries which support your courses or extend your understanding. You may often find yourself watching part of a documentary in class and can then also finish this off at home. Make sure that you are ‘actively’ watching e.g. create a basic spider-diagram with the issue you are investigating in the middle and then record brief notes around it.

**CURRENT AFFAIRS *(Suggested time = 30 minutes per week)***

A student who regularly watches and discusses the news with geographical themes will enhance their understanding and will be able to show awareness of contemporary events in their written work. Read sections of a daily broadsheet (including online additions) that are related to geography and geographical issues e.g. Guardian, Telegraph, and Times. This will help to reinforce some of the theories that are being learnt in lessons.

**Revision *(Suggested time = 1 hour per week)***

It is never too early to start the process of revision on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to produce revision notes e.g. flashcards, mind-maps, typed notes, glossaries, case studies etc. Starting your revision early will make it much easier when you come to revise for your end of year or final exams fully.

**Past-Question practice *(Suggested time = 1.5 hours per week)***

Use the selection of past questions from the department’s Godalming Online pages (or straight from the exam board: Geography = AQA) to practice structuring and writing exam-style answers. Once you have chosen a question revise its contents by going over your notes, prepare a detailed plan, and then write it under timed conditions. You can then bring this to one of the weekly support sessions to get feedback.









