**307**

AQA A-Level Geography

Course Code 7307

Geography A-Level

**Course Handbook**

**NAME:**

**Introduction to the department**

Welcome to Geography. 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**
* **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  |  |



**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

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**
* **Hazards**
 | **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 (36 marks) | Questions on Global Systems and Global Governance (36 marks) |  |
| Questions on Coasts (36 marks) | Questions on Changing Places (36 marks) |  |
| Questions on Hazards (48 marks) | Questions on Contemporary Urban Environments (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** |
| **Week** | **Physical (1.5 hrs per week)** | **Human (1.5 hrs per week)** | **Assessment** |
| **Start of term/L6 Enrolment** |
| **L6 Enrolment** |
| 1 | **Coasts**SystemsSources of energy – wind and wave and tides and currentsSediment cellsCoasts Fieldwork Preparation | **Changing Places**The concept of place Insider and outsider perspective, near and far, experienced and media placesEndogenous and exogenous factorsHow places are representedHow place meaning can be manipulated and managed |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 | **Benchmark 1** |
| *Half Term –19th – 30th October (2 weeks)*  |
| 8 | Fieldwork Skills - Sampling techniques, Risk assessment, Research and referencing | StratfordDetroitQuantitative and qualitative data analysisGodalmingGodalming Fieldwork Preparation |  |
| 9 | Coastal Fieldwork |  |
| 10 | Fieldwork Follow-up - Data presentation and analysisSpearman’s Rank |  |
| 11 | Weathering and mass movementMarine erosionErosional landformsDepositional landforms |  |
| 12 | Godalming Fieldwork |  |
| 13 | Fieldwork Follow-up - Questionnaires (Human)Chi square (Human) and Introduction and method (globalisation) (Human) | **Benchmark 2** |
| 14 |  |
| *Christmas Holiday – 21st December – 1st January* |
| 15 | Sand Dune and estuarine successionSea level changeCoastal management | **Contemporary Urban Environments**Global Patterns of Urbanisation Cycle of Urbanisation Urban Form |  |
| 16 |  |
| 17 | **Student Review 1 Available** |
| 18 |  |
| 19 |  |
| 20 |  |
| *Half Term - 15th February – 19th February* |
| 21 | Holderness | Social and Economic Issues |  |
| 22 | Odisha | Mumbai Case Study  |  |
| 23 | Exam Practice and Consolidation | London Case Study |  |
| 24 | Consolidation | London Case Study | **Benchmark 3** |
| 25 | Fieldwork/NEA | Urban Climate |  |
| 26 | Fieldwork/NEA | Urban Drainage  |  |
| *Easter Holiday – 2nd April – 16th April* |
| 27 | Fieldwork/NEA | Urban Waste |  |
| 28 | Fieldwork/NEA | Other contemporary issues |  |
| 29 |  | Sustainable urban development |  |
| 30 | Coasts revision | **CUE - consolidation** |  |
| 31 | Fieldwork/NEA | **CUE - consolidation** | **Benchmark 4** |
| *Half Term31st May – 4th June* |
| 32 | Coursework/NEA | **Hazards:**Plate tectonics - Magma plumes and their relationship to plate movement |  |
| 33 | Coursework/NEA | Destructive, constructive and conservative plate margins. Characteristic processes & associated landforms |  |
| 34 | Coursework/NEA | **The concept of hazard in a geographical context*** The Park Model
* The Hazard Management Cycle
 |  |
| 35 | Coursework/NEA | Hazards – consolidationExam practice & technique | **Student Review 2 and Predicted Grade Available** |
| 36 | Coursework/NEA | NEA/Changing Places Revision |  |
| 37 | **INSET** |  |

|  |  |
| --- | --- |
|  | **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

**Storm hazards*** The nature of tropical storms and their underlying causes
* Spatial distribution, magnitude, frequency, regularity, predictability of hazard events
 | **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 | **Benchmark 5** |
| 40 |  |
| 41 |  |
| 42 |  |
| 43 |  |
| *Half Term - 25th – 29th October* |
| 44 | * 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**Multi-hazardous environment**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 – 20th December –2nd January* |
| 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 - 14th February – 18th February* |
| 57 | **MOCK EXAMS** |  |
| 58 | **The Carbon Cycle*** Global distribution, size, stores of carbon
* Flows, processes and transfers
* 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 topicsStatistics revision – mean, median, mode, dispersion & IQR, Standard deviation, Spearman’s Rank and Chi-squared |  |
| 59 |  |
| 60 | **Student Review 4 Available** |
| 61 |  |
| 62 |  |
| *Easter Holiday – 4th April – 18th April* |
| 63 | Consolidation and exam practice Physical topicsStatistics revision – mean, median, mode, dispersion & IQR, Standard deviation, Spearman’s Rank and Chi-squared | Consolidation and exam practice Human topicsStatistics revision – mean, median, mode, dispersion & IQR, Standard deviation, Spearman’s Rank and Chi-squared |  |
| 64 |  |
| 65 |  |
| 66 | **Last Day of U6 Teaching - Friday 13th 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>

**Department Assessment Policy 2020-2022**

**Geography A-level**

**The Importance of Feedback and Learning Outside the Classroom – ’50:50’**

Learning will not happen instantly and takes time; attending lessons is not enough (although important!), you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the final assessment! Feedback is essential for your learning and will consist of whole class (teacher runs a session in lessons), written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

There are 66 weeks of teaching weeks in total at College to help you learn and prepare for your final assessments. The classes are shared between two teachers for Human and Physical Geography with one being the “Lead Subject Tutor” who will be responsible for formalised 1-2-1s, writing your Student Reviews, seeing your parents at parents evening and for writing Action Plans.

In line with the College’s ’50-50’ initiative, each week, homework will be set and could take between 4.5 to 6 hours in total. Each teacher therefore could set you up to 2.25 to 3 hours homework per week. If for a particular week, a homework task from one teacher only takes you 1 hour for a week, then you will have a further 1.25 to 2 hours to conduct further reading and consolidate learning. Perhaps visiting the Library’s Godalming Online page to see the electronic resources or popping in to read a book or a magazine.

**The Final Assessment**

At the end of the two years, students will complete two 2.5 hour exams worth 80% of their final grade and an NEA worth 20%.

|  |  |  |
| --- | --- | --- |
| **PAPER 1: Physical Geography** | **PAPER 2: Human Geography** | **PAPER 3: NEA - Coursework** |
| * Water and Carbon Cycle (36 marks)
* Coastal Systems and Landscapes (36 marks)
* Hazards (48 marks)

The paper comprises a mixture of short answer, data response questions 4, 6 marks, 9 and 20 mark extended prose questions. | * Global Systems and Global Governance (36 marks)
* Changing Places (36 marks)
* Contemporary Urban Environments (48 marks)

The paper comprises a mixture of short answer, data response questions 4, 6 marks, 9 and 20 mark extended prose questions. | * 3000 – 4000 words Geography Fieldwork Investigation.
* 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.
 |

**Types of Assessment (and Feedback)**

**Homework (Weekly):** 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 an 0845 to 1615 day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and might make you more productive. Homework tasks will consist of a variety of types for example; completing class work, review notes, 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:** After a period of teaching, there will be the opportunity to sit a mini ‘mock exam’ which will be an assessment under timed conditions using past exam questions. Or the benchmark checkpoint may consist of several smaller pieces of assessment, culminating in a grade. Any assessment should allow you to access the full grade range from A\* to U grade, given the topics covered so far and exam technique. Benchmarks are an indicator of how well you have understood and can apply the content to questions you will meet in the final exams at the end of the two years. Timed benchmark assessments 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. You will make mistakes in these assessments and so the follow up work is to test whether you have learned from those mistakes to become better at the subject and exam technique.
* **Coursework Assessment (June 2022 to November 2023):** Your coursework will commence during the first year and you will be expected to use the summer holidays to complete a large proportion of your coursework with the final submission being in the Autumn term of year two. The final coursework will be marked, moderated and a final mark (out of 60) will be submitted onto SELF in the Summer Term of the second year.

**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 four Student Reviews (Reports) spread throughout the two years at College and also four 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 2022), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade (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:

1. **Benchmark Checkpoints Performance Grades (1 to 4).** Benchmark 3 and 4 grading will carry more weight to this grade but Benchmark 2 will also have some influence. Benchmark 1 will have a very little weighting as it was the first time you sat a timed assessment.
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 pro-actively sought out extra support via workshops and your overall communication with your teachers (perhaps via email/Teams chat?).

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 an E/U Grade we would be extremely worried about your progress and your ability to pass the course. A comprehensive action plan would be created and we would expect to see improvements over the summer with the work that was set. You could also be required to attend lunchtime workshops for the remainder of the course and we would be in more contact with your parents to ensure that you are staying on track.

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! The College policy is that the predicted grade cannot be more than one grade above the ARG.

**Other Considerations**

* *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, benchmark assessments or coursework drafts. 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 which may mean you have to leave College entirely. Students who fail to prepare adequately for the lesson as requested, maybe excluded for part of the lesson and asked to work independently at the back of the classroom. A failure to meet ‘PREP’ work requirements consistently will result in a reference to the pastoral team and possible contact with parents.
* *RETURNED WORK:* Work will be assessed and returned within 10 working days of it being submitted unless it is the final coursework submission. The exam board stipulates that no feedback or formal grade can be released to students by the teacher with regards to coursework. We will issue you with the coursework mark but the exam board reserve the right to inform you of the final grade in August with your results. Please do not ask the teacher for your final grade as they will be unable to provide it.
* *PLAGIARISIM:*  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.
* *ACCESS ARRANGEMENTS FOR EXAMS:* These are pre-examination adjustments for candidates based on evidence of need and normal way of working which must approved by the Learning Support department. For example, use of a computer or extra time in the exam. Since these arrangements are your ‘normal way of working’, you must practice them in class and with your homework – please see the Learning Support department for how you might do this. Homework is always set to take between 4.5 to 6 hours to allow students who have extra time for example, more time to complete the homework compared to their peers. Equally, in timed assessments it is vital that we are accommodating any access arrangements you might have. Your teachers will speak to you individually, and in confidence about how they will best be able to support you through your studies with us.
* *ABSENCES:* All absences should be reported (preferably by a parent) to student reception or 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 2020-22**

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

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT** | **DATE** | **DETAILS** |
| **Benchmark 1 Checkpoint** | Oct 2020 | **Timed Assessment 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 | **Timed Assessments on Coasts and Changing Places**A mix of multiple choice, short answer, data response and longer answer questions. |
| **Student Review 1** | Jan 2021 | **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** | Mar2021 | **Timed Assessments on Coasts and Contemporary Urban Environments**A mix of multiple choice, short answer, data response and longer answer questions. |
| **Parents Evening (Targeted)** | Mar 2022 | **Meetings with your parents only where teachers may have a concern about your progress since Student Review 1 in January.** |
| **EASTER BREAK** |  |  |
| **Benchmark 4 Checkpoint** | June 2021 | **Timed Assessments on Coasts and Contemporary Urban Environments** A mix of multiple choice, short answer, data response and longer answer questions. |
| **Student Review 2** | June 2021 | **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 above in main doc.)
3. Predicted Grade for UCAS (University Applications)
 |
| **SUMMER BREAK** |  |  |
| **Benchmark 5 Checkpoint** | Oct 2021 | **Timed Assessments on Hazards and Changing Places**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 BM5.
3. **How to support you:** Discuss how parents can further support you and what is coming up in this year
 |
| **Benchmark 6 Checkpoint** | Dec 2021 | **Timed Assessments on Hazards, Global Systems and Global Governance 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** | Mar 2022 | **Mock Exam – content to be confirmed**A mix of 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)** | Mar 2022 | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.** |
| **EASTER BREAK** |  |  |

**Rationale for Assessment Programme**

It is really important that when you come to sit your final assessment, you are prepared and able to perform at your highest ability. Therefore, because Geography is predominantly assessed under examination timed conditions, the benchmark assessments are designed to practice the skills need to sit a timed exam, so that you are ‘exam fit’.

Therefore, the first few benchmarks start with you being able to practice shorter-answer exam questions and we then scaffold support to ensure that you are approaching the important evaluative essays from Benchmark 2 onwards. The big mock exam in the second year is a key assessment and should be treated very carefully – it is perhaps the only time you will be able to sit in an exam hall under timed conditions to complete an assessment. It is positioned there for you to learn from the experience with enough time to correct any issues before you sit the final A-level assessment after Easter.

**Grade Boundaries**

Grade boundaries are set for each benchmark assessment and depend on what is being tested for exampleusing a normal distribution of outcomes, using exam board grade boundaries (e.g. 2019) or using a combination of both.

**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.







