



Geography Department Course Handbook 2020-22

NAME:

Mission statement

As a Catholic College we are dedicated to the spiritual, moral and intellectual talents our students and as such we:

- Value all members of the College Community equally
- Promote excellence in teaching and learning
- Have the very highest expectations of all our students
- Offer appropriate choices, guidance, support, and facilities
- Help students to develop as people who strive for the highest possible standards in all aspects of their lives as happy, useful, and successful members of society, and who combine success with service to others in both their personal and working lives.

The Geography Department has considerable input into this

- Through the use of resources, teaching and fieldwork we aim to introduce students to not only to develop their intercultural sensitivity but also open to ideas of fundamental equality and diversity.
- We value every student equally and aim to develop your understanding of Geographical issues through discussion, debate and reason as well as being considerate and thoughtful of other viewpoints and ideas.
- Develop your written work by expanding your understanding of argument and reasoned debate, to be both analytical and evaluative of current up to date events.
- We aim to inspire you to become an expert thinker and creative in your decision making as well as improve your ICT skills including GIS in presentation and analysis to help deconstruct a wide variety of data in order to show evidenced connections
- Through your understanding of the subject we aim to improve your active listening, oral communication and written communication skills.
- We are committed through classwork and fieldwork to develop your teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- We devoted to help you expand and improve your Collaborative problem solving by establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

What an U6th Student has to say

“Geography is a fascinating subject that I am sure new students will enjoy. There has never been a better time to study geography as it deals with current topics, such as migration and climate change. In my opinion geography is one of the most important and relevant subjects available to study.

It provides a refreshing insight on how the world works and tackles the issues between natural environments and the humans that live on the earth. For example, the way that governments have a large impact on natural disasters was an interesting aspect about tectonic hazards.

Whether you already have a deep fascination for the subject or just want a final subject to do, geography is perfect. It covers all aspects and never ceases to teach new skills in an engaging way; data analysis is a very practical skill that is very useful for any future endeavour, degree or otherwise. Geography is split between human and physical; it is a fluid subject and has a lot of overlap between both the topics, making it a well-rounded and inclusive subject that offers debate and a way to apply knowledge in a worldwide context. Many A Level students do not yet have a clear idea of what kind of career they might want to pursue. If you are in this position, remember that geography as an A level gives you the chance to keep your options open, as it covers both arts and science components. It is quite likely that when you choose geography your classmates will all be doing different combinations of A Level subjects – this adds to the interest when it comes to discussions on issues as everyone will have very different ways of thinking and expressing their opinions.

To study geography, you need to have an enquiring open mind. It is the study of the world around us, so you need to be aware of issues worldwide. Being able to debate issues like migration and think about them from a political and social point of view are useful skills which you can build on. There is a lot of room for discussion and extended researching, which will help you become an independent thinker and learner. By the time you get to your exams, you will be able to show your understanding of a range of opinions and be able to illustrate your answers with case studies from local, national and international examples.

A levels are hard - there is no doubt about it - however, they are so rewarding, not only in learning more about fascinating subjects but also creating lasting relationships with new friends which will see you through the next big stages of your life. Take these next two years to define who you are and shape yourself to who you want to be. This time at Xaverian will allow you to do this. I wish you the best of luck for your time here and whatever lies ahead for you.

*Jess Steer U6th Student leaving 2020
(Ex- St James RC High School Hoping to Study Meteorology at Exeter University)*

.... What about the change from GCSE to A level standard according to a L6th Student?

To the new Geographers,

Well done you have made a good decision choosing Geography! If you're looking for a challenge and to deepen your knowledge of the planet we live on, the people who populate it and the way it all fits together, you are definitely in the right place! Your reason for choosing Geography may be different from everyone else's but once you step inside the classroom it's a level playing field, and that's a positive thing. We are all here to get the best results we can, and the journey to those results is different for everyone.

The biggest change is the independence you get when you come to college, the way you choose to spend this new free time depends on how successful you want to be in Geography. In my opinion that's the biggest test you will face in college, whether you rise to the inevitable pressure or not. Nobody is going to get the grades you want for you, and although that seems like a bit of a scary thing, once you realise that it will benefit you profusely. So, the work just needs to be done, the revision notes need to be made and essays need to be written. The results won't come straight away but the Geography staff are

amazing and there are support sessions if you need them. The resources are always within reach whether that's the plethora of revision guides and textbooks in the Library or every PowerPoint on the intranet.

The amount expected of you when you get to Geography was the biggest difference I faced. You have probably heard this before but nothing will get spoon fed to you, but it's very true. You just have to jump, feet first because you will land and it will be a breeze from then. My biggest piece of advice to you would be to allow yourself to open your own eyes. Don't get me wrong, you will find bits harder than others but the key to getting through it is totally immersing yourself into the work, the more you pick away at it, the more satisfying the results will be. Another big help for me in Geography was doing my own research and looking further into topics I struggled with and this comes in lots of forms, watching Simon Reeves "The Americas" to understand globalisation or documentaries on the Amazon looking at the effects of deforestation. Geography can be as hard or as easy as you make it.

In summary, keep focussed because those results are what keeps you motivated, but remember to have fun along the way. Work hard, play hard and I wish you luck in Geography as well as every aspect of your life at college.

Niamh Casey (ex-Loreto Grammar School)

Assessment information

The total subject is marked out of 350 and is broken down into the following components:

Physical Geography	105
Human Geography	105
Synoptic Assessment	70
Non-Examined Assessment (Coursework)	70
	350

Paper 1 (Paper code: 9GE0/01)

Physical Geography

- The assessment is 2 hours and 15 minutes and 105 marks.
- It consists of three sections.
- **Section A:** students must answer all questions (Tectonic Processes and Hazards)
- **Section B:** students answer Question 2 Glaciated Landscapes and Change
- **Section C:** students must answer all questions (The Water Cycle and Water Insecurity and The Carbon Cycle and Energy Security).
- The paper may include short open, open response, calculations and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions.

Paper 2 (Paper code: 9GE0/02)

Human Geography

- The assessment 2 hours and 15 minutes.
- The assessment is out of 105 marks.

- The assessment consists of four sections.
- **Section A:** students must answer all questions (Globalisation).
- **Section B:** students must answer all questions (Superpowers).
- **Section C:** students answer Question 3 (Regenerating Places)
- **Section D:** students answer Question 6 (Migration, Identity and Sovereignty).
- The paper may include short open, open response, calculations and resource-linked questions. The examination includes 12-mark and 20-mark extended writing questions.

Paper 3 (Paper code: 9GE0/03)

Synoptic Assessment

- The assessment is 2 hours and 15 minutes.
- The assessment is out of 70 marks.
- Students must answer all questions.
- The paper may include open response, calculations and resource-linked questions. The examination includes 8-mark, 18-mark and 24-mark extended writing questions.
- Synoptic assessment of geographical skills, knowledge and understanding (within a place-based context) from compulsory content drawn from different parts of the course.

Independent Investigation (Paper code: 9GE0/04)

Non-examination assessment:

- The student undertakes an independent investigation, producing a written report of 4000–5000 words.
- The student defines a question or issue relating to the compulsory or optional content.
- The student’s investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data.
- The report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing.
- The report is internally assessed and externally moderated.
- The independent investigation report must be submitted at the end of the course.
- Centres must ensure that independent investigation reports submitted are valid for the series in which they are submitted.

Individual Components Overview

YEAR ONE

Autumn Term	Topic 1 Tectonic Processes and Hazards Topic 3: Globalisation
Spring Term	Option 2A: Glaciated Landscapes and Change Option 4A: Regenerating Places
Summer Term	Topic 5: The Water Cycle and Water Insecurity Coursework Revision End of Year Exams

YEAR TWO

Autumn Term	Topic 6: The Carbon Cycle and Energy Security Topic 7: Superpowers Coursework
Spring Term	Option 8B: Migration, Identity and Sovereignty
Summer Term	Revision



Fieldtrips

Fieldtrips are a major part of life in the Geography Department and according to Government Guidelines a student should spend a minimum of two days a year out of the classroom. This we feel is not enough to get the benefits that come with being out in the field in whatever environment you choose. According to OFSTED is perfectly clear about the value of fieldwork: "Schools should recognise the value of fieldwork for improving standards and achievement in geography" (OFSTED, 2008). To many it provides an 'unparalleled opportunity' to study the real world, the opportunity to reinforce classroom-based learning and it increases students' knowledge, skills and subject understanding. For Xaverian it gives students to often be taken out of their comfort zone and give them the opportunity to develop their skills as a geographer and an individual.

During the Lower Sixth (L6th) students spend a week in the Lake District undertaking their data collection for their own coursework which they spend writing in the summer terms. During their Upper Sixth (U6th) they have the opportunity to travel to Northern Spain and spend time in Catalonia developing their understanding of several key factors within the course.



Our department make fieldwork both fulfilling and rewarding, it is aimed at developing skills and understanding and an important educational tool for us. We expect students to work hard but in their spare time there is still plenty to do!



What did they say?

At the end of the year, we asked our students what advice they would give you as you embark upon the Geography course...

Keep on top of revision and keep record of all work assignments. This helps significantly in the long run and can make your studies easier

For the coursework, organise your time to get it done gradually over the time allocated for each section. The deadlines are for your benefit, so don't leave it till the last minute. **JUST DON'T!**

College is extremely different to high school and if you don't put the work in at home there is no way that you will be able to just

Always ask for help if you don't understand something and do lots of practice questions even if they seem overwhelming (the 20 mark questions in particular).

Start making flash cards and revision mind maps from the very beginning of the course. When it comes to your second year, if you haven't started already and aren't up to date then you will have a lot of catching up to do

Try timing yourself at home when doing practice essays. You need to write a lot more than you think!

Help each other as you're not competing with your classmates for the final exam grades. It's really good to have a friend to study with and share ideas.

Don't take the quizzes in class for granted, you should revise for them because then when it comes to doing your proper revision, you will have already drilled in some of the key information from the topics.

The year goes **EXTREMELY** fast, so the best thing to do to stay on top of things is to do little bits of revision consistently instead of just revising before and around exams

Subject Support and Guidance in the Geography Department

At Xaverian, we hope that you will enjoy your studies and achieve your highest potential. However, we know that sometimes problems arise in various areas of the subject which may block your ability to reach that potential. In order to help you we have a strong and varied support system in place that we hope will provide you with all the help you need.

What sort of things can I expect to get help with?

- ☺ One-to-one support in lessons. Don't be shy – put up your hand to ask for help and your teacher will come to you for a quiet chat.
- ☺ Exam hints and tips. Both geography teachers are senior examiners and know what you need to do to get a top grade in your exams.
- ☺ Help with homework. If you are struggling with a particular question – or don't know where to find the information – just ask your teacher. We are usually available via email during the college day.
- ☺ Revision techniques. Revision skills will be built into lessons and you can ask if you want some ideas on how to learn the content or organise your time when preparing for exams.
- ☺ Essay planning and writing.
- ☺ Support with the Independent Investigation.
- ☺ Further study opportunities - we can tell you about university courses that might suit you.
- ☺ Career suggestions. Want to know about jobs for geographers. Just ask!

So... what do I do if I think I need help?

The first point of call is always to let your subject teacher know you need help. If we don't know, we can't help! They will advise you what steps should be taken to gain the support you need. You may also be advised to attend subject support by your teachers if you are underperforming in your assignments.

What support is available?

- ☺ If you would like support from your class teacher, speak to them about arranging a one-to-one support session.
- ☺ You can also email j.foster@xaverian.ac.uk or k.patchwood@xaverian.ac.uk with any queries you may have.
- ☺ If you need help with spelling and grammar, or if you want someone to proofread an essay before handing it in, Learning Skills staff are great at providing this support.

The Staff

The Geography department team are:

- ☺ Mr James Foster (Course leader)



- ☺ Mrs Katy Patchwood



What is needed to do well?

Use key terminology Use named examples

Knowledge and Understanding (AO1) is worth 34% of the A level. You will be asked to explain various processes and will need to understand important key terms.

For longer questions, you should always use named examples as evidence to back up your points. It is much better to use lots of short examples rather than one long case study, which is what you might have done at GCSE.

Interpret maps and graphs

Geographical skills (AO3) are worth 23% of the A level. Geographers use graphs, maps and photographs frequently. You will be taught to 'think like a geographer' when studying graphs and you will learn to unpick the patterns in the data. Maps from past and present can be used to study land use changes. You'll also use different forms of GIS.

Know your synoptic themes

Three themes are woven through the course and it will help you if you learn them at the start and try to relate them to the content of each topic.

- 1. Players and Stakeholders.** Players are those with the power to make changes and stakeholders are those affected by the changes. Some players have more influence than others – especially intergovernmental organisations such as the World Trade Organisation and the World Bank. TNCs also have a lot of power.
- 2. Attitudes and Actions.** These are the views held by people or groups about a certain issue, and the responses they take. These vary depending on factors such as a country's level of development or a person's political and religious views.
- 3. Futures and Uncertainties.** We are living in uncertain times. The geography you learn is dynamic as the world changes so fast. Threats include climate change, water insecurity, conflict and further global virus outbreaks. A good way to end an essay is by commenting on how things may change in the future.

Make judgements

Application of understanding (AO2) is worth 40% of the A level. 'Assess' and 'Evaluate' are the command words which will be used to test this. If you see these terms, you need to measure the success of the different factors you have chosen to write about. You can weigh up the costs and benefits of each factor and say which are most significant. For the 'evaluate' questions, always write a conclusion.

Be independent

Most students look forward to the **Independent Investigation**. This is 'real world' geography and you'll be out collecting data and writing a report on a topic you have chosen. Students who meet the deadlines and read all the information which has been provided to them by teachers tend to get a high grade for this section of the course. Being independent is important as it will help prepare you for success in further education.

Wider reading / documentaries / films to help with your lower sixth studies...

Not only has the Department got one of the most up to date library but it also has access to a large variety of online resources including:

- ✓ Geographical Review
- ✓ GeoFactfile
- ✓ Geofactsheet

All of these are available to students and not only the most recent but also the entire back catalogue which makes research easier and background revision all the simpler.

In terms of books we recommend the following for each subject area (We have many of these in the library:

Tectonic Processes and Hazards

Volcano by James Hamilton (2012)

A factual book that assesses the impact of volcanoes on different places around the world.

The Impossible (2012)

A film based on a survivor's experience of the 2004 Boxing Day Tsunami.

Underland: A Deep Time Journey - Robert Macfarlane (2019)

Earthquake in Haiti: The Pornography of Poverty and the Politics of Development - Julian Vigo PhD (2015)

Glaciated Landscapes

Access to Geography: Glacial and Periglacial Environments - David Anderson (1996)

This gives a comprehensive guide to the subject through such topics as distribution, formation, landscapes, processes and effects on the physical environment.

Living Ice: Understanding Glaciers and Glaciation by Robert P. Sharp (1991)

This book explains how dynamic glaciers are – and how fragile they are.

Ice and the Sky (2015)

A documentary about the work of French glaciologist, Claude Lorius. Considers the impact of climate change on glaciers.

Younger Dryas Impact Hypothesis - Russell Jesse (2019)

A variety of theories reviewed in determining the origin of the Younger Dryas

A Catastrophe of Comets: Conclusive Evidence for The Younger Dryas Impact Events and the Causes of The Holocene Extinctions - Dennis Cox (2009)

An essay on the collection of data which describes the locations of hundreds of previously undocumented comet impacts

The Day After Tomorrow (2004)

Hollywood's version of being plunged into a new Ice Age

Globalisation

No Logo by Naomi Klein (1999)

A book written about the alter-globalisation movement, assessing negative aspects such as worker exploitation.

Bombay Calling (2006)

A film about a young worker in an Indian call centre. About the economic benefits of globalisation to host countries, but also of the loss of traditional culture as people become more westernised.

Fast Food Nation: The Dark Side of the All-American Meal - Eric Schlosser (2001)

A book that examines the local and global influence of the United States fast food industry

Globalization and Its Discontents - Joseph E. Stiglitz. (2002)

Nobel laureate Joseph E. Stiglitz which draws on personal experience as chairman of the Council of Economic Advisers under Bill Clinton from 1993 and chief economist at the World Bank from 1997

Regenerating Places

London by Edward Rutherford (1997)

A book which looks at London through time – and the regeneration projects which have been designed to meet its ever-changing needs.

The War to Live in London: Regeneration Game (2015)

A short documentary looking at the winners and losers of the regeneration of London's housing.

Urban Regeneration: A Handbook - Peter Roberts & Hugh Sykes

Urban Regeneration is widely discussed but less widely understood. Fully revised with important new policy, case studies and international analysis this book aims to improve your understanding

Local Regeneration Handbook - Andrew Maliphant (2017)

Local regeneration, and action on local issues, is fundamental to the sustainability of local communities. This is especially the case in the UK, with the Government focus on such approaches as Local Enterprise Partnerships and neighbourhood development plans, and further devolution proposals in the pipeline

Superpower Geographies

Prisoners of Geography – Tim Marshall (2017)

In this New York Times bestseller, an award-winning journalist uses ten maps of crucial regions to explain the geo-political strategies of the world powers

The Accidental Superpower: The Next Generation of American Pre-eminence and the Coming Global Disorder - Peter Zeihan (2014)

*In the bestselling tradition of *The World Is Flat* and *The Next 100 Years*, *THE ACCIDENTAL SUPERPOWER* will be a much discussed, contrarian, and eye-opening assessment of American power. Near the end of the Second World War, the United States made a bold strategic gambit that rewired the international system.*

Migration, Identity and Sovereignty

Divided: Why We're Living in an Age of Walls – Tim Marshall (2019)

Walls are going up. Nationalism and identity politics are on the rise once more. Thousands of miles of fences and barriers have been erected in the past ten years, and they are redefining our political landscape

The Balancing Act: National Identity and Sovereignty for Britain in Europe - Atsuko Ichijo (2008)

This book is a careful examination of the historical formation of Britain as a conglomerate state and of key moments in its interrelations with the European powers. The author relates this to the governing discourses of politicians, the mass media and of the British people

Cities & Sovereignty: Identity Politics in Urban Spaces - Indiana University Press (2011)

Cities have long been associated with diversity and tolerance, but from Jerusalem to Belfast to the Basque Country, many of the most intractable conflicts of the past century have played out in urban spaces. The contributors to this interdisciplinary volume examine the interrelationships of ethnic, racial, religious, or other identity conflicts and larger battles over sovereignty and governance.

What Next by Daniel Hannan (2017)

On 23 June 2016, against all forecasts, Britain voted to leave the EU. Drawing on his experiences at the heart of the campaign, Daniel Hannan dissects the result and our reaction. He outlines why Vote Leave won, exploring what people were voting for and what they weren't

AND FINALLY,... Some good challenges for you to have a go at.

Why not test your knowledge and go to XavsGeog on Kahoot! And have a go at some of our quizzes, you may surprise yourself