

EDEXCEL A-LEVEL GEOGRAPHY

A-LEVEL GEOGRAPHY TALK

A-level Staff:

Mr Elliott – Human Geography

Miss Sri-Udom – Physical Geography

Exam dates 2022 & Revision dates

Geography 9GE0 01

Paper 1

Friday 27 May: Morning

2h 15m

Paper 1: Revision

Thursday 26th May afternoon revision &
Friday 27th May revision breakfast with
Miss Sri-Udom

Geography 9GE0 02

Paper 2

Wednesday 08 June: Afternoon

2h 15m

Paper 2: Revision

Tuesday 7th June Period 5 &
Wednesday 8th June Period 2 revision
with Mr Elliott

Geography 9GE0 03

Paper 3

Friday 17 June: Afternoon

2h 15m

Paper 3: Revision/preparation

Thursday 16th June Period 5 optional
drop in with Miss Sri-Udom.

Friday 17th June Period 2 preparation
with Mr Elliott and Miss Sri-Udom.

PAPER 1 – PHYSICAL GEOGRAPHY

105 marks: 30% of the A level

Time: 2 hour and 15 minutes

Section A: Tectonic processes and hazards | *answer all questions (Question 1)* [16 marks]

Pages 17-35 (RG1): Tectonic processes and hazards

Section B: Landscape systems, processes and change | *Answer ONLY Question 3* (Q2 is about glaciers) [40 marks]

Pages 60-80 (RG1): Coastal landscapes and change

Section C: Physical systems and sustainability | *answer all questions* [49 marks]

Pages 17-56 (RG2): Water cycle and insecurity. Carbon cycle and energy security.

Question types: Statistics, shorter answer, 12 and 20 mark questions.

PAPER 2 – HUMAN GEOGRAPHY

105 marks: 30% of the A level

Time: 2 hour and 15 minutes

Section A: Globalisation and Superpowers | *answer all questions (Question 1 & 2)* [32 marks]

Pages 82-101 (RG1) and 58-76 (RG2) Globalisation/Superpowers

Section B: Shaping Places | *Answer ONLY Question 3* (Q4 is about diverse places) [35 marks]

Pages 103 - 127 (RG1): Regenerating Places

Section C: Global development and connections | *Answer ONLY Question 6* (Q5 is about health, human rights & intervention) [38 marks]

Pages 103 - 127 (RG2): Migration, Identity and Sovereignty.

Question types: Statistics, shorter answer, 12 and 20 mark questions.

PAPER 3 – SYNOPTIC

70 marks: 20% of the A level

Time: 2 hour and 15 minutes

Topics to be focused on: | *answer all questions*

- ▶ *Tectonics*
- ▶ *Water*
- ▶ *Carbon*
- ▶ *Globalisation*
- ▶ *Superpowers*

Pages 128 - 146 (RG2)

Question types: Statistics, shorter answer, 18 and 24 mark questions.

NON-EXAMINATION ASSESSMENT (NEA)

70 marks: 20% of the A level

Word Count: 3000 – 4000 words

Current Status:

- ▶ *First draft of FULL Submission is with Mr Elliott (this deadline was the 21st March)*
- ▶ *Will be marked over Easter*
- ▶ *Will have a FINAL opportunity to improve their **Independent Investigation***
- ▶ *A selection of coursework will be requested by the exam board and will be sent to them to be moderated.*

OFFICIAL FINAL DEADLINE: 15th May

Summary of changes for the 2022 papers

- ▶ *Information was released on the Edexcel website with information on the specification focus of the 12 and 20-mark questions.*
- ▶ *All students have been given a copy of the SPEC with the areas highlighted for each paper.*
- ▶ *Spare copies of the full SPEC are available.*
- ▶ *There are planning sheets for each module so students can track their progress.*
- ▶ *No fieldwork necessary but NEA must be completed.*

Grade boundaries in 2019

Grade	%
A*	77
A	68
B	60
C	52
D	43
E	35

What next?

Tuesday 12th April : Revision day

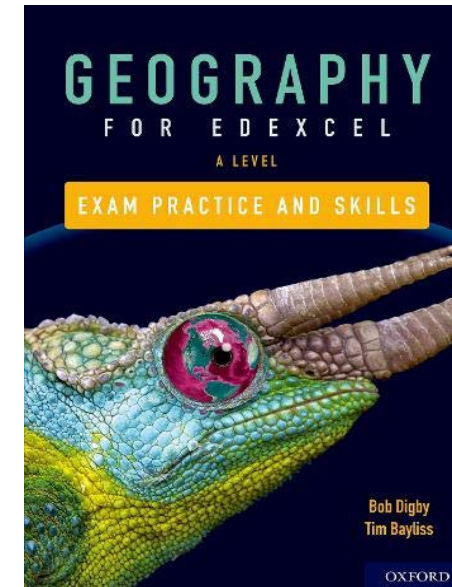
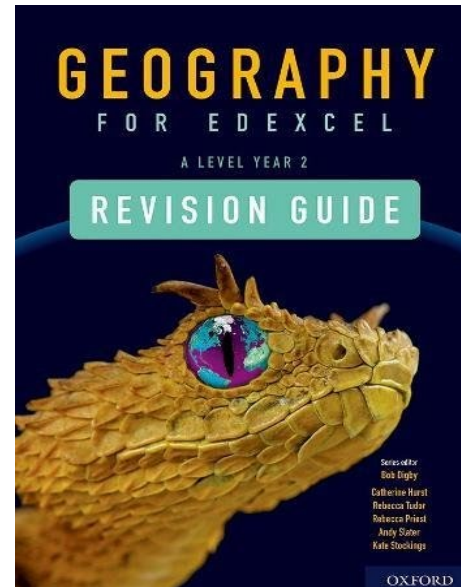
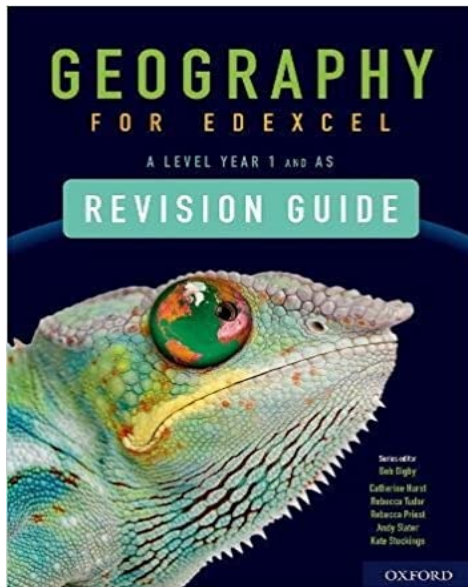
- ▶ Focus on exam technique for paper 1 and 2.
- ▶ More revision offered for paper 3 over May half term.

CPD for staff - Three webinars on further information on the following:

1. Exam skills paper 1 and 2. Energy and Carbon.
2. Exam skills paper 1 and 2. Water.
3. Exam skills paper 3. Superpowers and Globalisation.

Further support

- ▶ Revision Guides x 3
- ▶ Exam skills book – good practice for 12 and 20 mark questions.
- ▶ Edexcel website for past paper practice: <https://qualifications.pearson.com>
- ▶ Support Booklet for paper 3.
- ▶ Revision materials before the exam such as knowledge organisers.



Command words

- ▶ **Suggest** - *Present a possible case*
- ▶ **Explain** - *Provide reasons of how or why something occurs. An explanation requires justification / exemplification of a point*
- ▶ **Analyse** - *Break down the content of a topic, or issue to provide an in-depth account and convey an understanding of it*
- ▶ **Assess** - *Use evidence to determine the relative significance of something. Consideration to all factors and identify which are the most important*
- ▶ **Evaluate** - *Measure the value or success of something and ultimately provide a judgement/conclusion*

How to answer questions in paper 1

A 3-mark question

A three-mark answer needs to include a point/statement with evidence and two brief explanations/knock-on effects

EXAMPLE: Study Figure 4a in the Resource Booklet. Explain one impact of the changes in biofuel production in Brazil on the carbon cycle.

ANSWER: The increase in biofuels from 10.5 billion litres to 34.7 billion litres (1) has meant more land has to be cleared for cattle ranching **(1)** and so increases methane production **(1)**

How to answer questions in paper 1

A 6-mark question

A six-mark answer needs to include a point/statement with evidence and one explanation/knock-on effect. This needs to be done three times to achieve full marks.

EXAMPLE: *Study Figure 3a in the resource booklet. Explain the contribution of marine erosional processes to the development of this landscape*

ANSWER: Marine processes such as hydraulic action, abrasion, attrition and solution can create distinctive landforms such as cliffs and wave-cut notches. Figure 3a shows a variety of landforms such as cliffs and wave-cut platforms (1). However, marine processes are only able to erode up to the high tide mark on any coastline and other factors such as geological structures and weathering, will influence the shape of the landscape too (1). **Sub-aerial** processes such as chemical or physical weathering further alter the shape of the coastline. These processes weaken the cliff in situ, causing instability and eventually mass movement (1). Primarily targeting the unconsolidated material on top of the cliff or overhanging sections of rock during the formation of landforms such as a wave-cut platform (1).

How to answer questions in paper 1

An 8-mark question

An eight-mark answer needs to include a point/statement with evidence and one explanation/knock-on effect. This needs to be done four times to achieve full marks.

EXAMPLE: *Explain why there are uncertainties about future levels of carbon release from peatlands and permafrost.*

ANSWER: There is an uncertainty over how much the permafrost has warmed with estimates varying between 0.5°C and 2°C as a result of differences in study regions giving different estimates **(1)**. Furthermore, scientists' study during different time periods and there may be other factors, natural or unnatural, that may lead to unreliable conclusions **(1)**. There are also uncertainties over the spatial loss of permafrost with estimates varying from 7% to 88% as we don't know the extent to which global treaties such as the Paris agreement will reduce emissions **(1)**. Additionally, countries can opt out of the Paris agreement should their government feel that they are unable to meet the aims for their country. This may be due to the governments change in priority such as Donald Trump opting to pull the USA from the Paris agreement in 2017, which was finalised in 2020 **(1)**.

How to answer questions in paper 1

A 12-mark question

A twelve-mark answer needs to include a point/statement with evidence and three explanations/knock-on effects (P/Ev.Ex.Ex.Ex.L). This needs to be done three times to achieve full marks, each paragraph should be worth 4-marks. In addition to having an introduction and conclusion (both only need to be brief).

EXAMPLE: *Assess the reasons why managing the impacts of tectonic hazards varies in its effectiveness*

ANSWER: Development levels can have an influence on the effectiveness of managing tectonic impacts. HICs can recover and be more resilient due to the organisation of their economic governance. For example, Iceland can continually recover from volcanic eruptions as their government recognises that funding needs to be set aside for the recovery of the country. Additionally, they have invested into mitigation strategies such as monitoring using GPS systems and seismometers to allow scientists to predict the next hazard. Therefore, due to Iceland having a better economy, their management of impacts is effective. On the other hand, LICs are unable to manage impacts effectively as they have less money to invest into mitigation and recovery. This puts them in a position of deterioration on the Park model because they are unable to recover to reach the point of either normality or improvement. This is due to their lack of funding and poor economic governance, who are unable to distribute the country's budget effectively. This supports the idea that development levels are an important factor when determining the effectiveness of managing impacts.

How to answer questions in paper 1

A 20-mark question – follows the same process just repeated twice more

A twenty-mark answer needs to include a point/statement with evidence and three explanations/knock-on effects (P/Ev.Ex.Ex.Ex.L). This needs to be done five times to achieve full marks, each paragraph should be worth 4-marks. In addition to having an introduction and conclusion (both only need to be brief).

EXAMPLE: *Assess the reasons why managing the impacts of tectonic hazards varies in its effectiveness*

ANSWER: Development levels can have an influence on the effectiveness of managing tectonic impacts.

HICs can recover and be more resilient due to the organisation of their economic governance. For example, Iceland can continually recover from volcanic eruptions as their government recognises that funding needs to be set aside for the recovery of the country. Additionally, they have invested into mitigation strategies such as monitoring using GPS systems and seismometers to allow scientists to predict the next hazard. Therefore, due to Iceland having a better economy, their management of impacts is effective. On the other hand, LICs are unable to manage impacts effectively as they have less money to invest into mitigation and recovery. This puts them in a position of deterioration on the Park model because they are unable to recover to reach the point of either normality or improvement. This is due to their lack of funding and poor economic governance, who are unable to distribute the country's budget effectively. This supports the idea that development levels are an important factor when determining the effectiveness of managing impacts.

How to answer questions in paper 3

An 18-mark question

The eighteen-mark question in paper three requires you to follow the twelve-mark question structure and will award an extra two marks per paragraph for correct use/application of the resource booklet.

A 24-mark question

The twenty-four-mark question in paper three requires you to follow the twenty-mark question structure and will award an extra two marks per paragraph for correct use/application of the resource booklet.

How to break down a question using ~~B.U.G.S~~

Measure the value or success of something and ultimately provide a judgement/conclusion

Changes to the carbon cycle

Vs

Changes to the water cycle

- What changes to each cycle can occur?
- What threats do these pose to people?
- What case studies or theories can you apply to your answer?
- What could be a counter-argument to your point?

Evaluate the view that changes to the carbon cycle pose more threats to people than changes to water cycle [20 marks]

- Introduction
- 5 (P/Ev.Ex.Ex.L) paragraphs
- Conclusion

Thank you

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Any questions – please feel free to stay back