



## Geography

**Examination Board: AQA**

**Examination Code: 7037**

### Outline of the Course

#### **Topics studied in Year 12 (in order)**

Teacher 1: Physical Geography

- 1) Coasts and Geographical Skills
- 2) Day 3 of Fieldwork to the Sefton Coasts to collect primary data on sand dune ecosystems (June Year 12)
- 3) Hazards and Geographical Skills

Teacher 2: Human Geography and NEA

- 1) Changing Places and Geographical Skills
- 2) Day 1 of fieldwork to the Northern Quarter to collect primary data on our Local place Study (December Year 12)
- 3) Day 2 of fieldwork to Stretford Mall to collect data primary data on the Regeneration of the area (may Year 12)
- 4) Planning for High Quality Fieldwork – NEA Preparation

#### **Topics studied in Year 13 (in order)**

Teacher 1: Physical Geography

- 1) Hazards and Geographical Skills
- 2) Water and Carbon Cycles and Geographical Skills

Teacher 2: Human Geography and NEA

- 1) Day 4 of fieldwork (October Year 13) – students independent data collection for their NEA
- 2) Global Systems and Global Governance and Geographical Skills
- 3) Contemporary Urban Environments and Geographical Skills

## What will you learn?

### **Component 1 focuses on Physical Geography**

**Water and Carbon** focuses on the major stores and transfers of water and carbon in local and global systems.

This unit is connected to global sea level rises and the role of global governance in reducing carbon emissions.

**Coastal Systems and Landscapes** highlights geomorphological processes and their role in the creation of distinctive coastal landscapes.

The importance of coastal management in a Climate Change context is also important in this unit.

**Hazards** explores natural hazards from the lithosphere and atmosphere

The focus is on understanding hazard origins, nature, and human responses and how we can make improvements to our responses over time.

### **Component 2 focuses on Human Geography**

**Global Systems and Global Governance** covers globalisation and its impact on economic, political, social, and environmental aspects.

Major inter-governmental organisations like the World Trade Organisation and the United Nations are studied.

Issues concerning global commons in a globalising world, such as Antarctica, are evaluated.

**Changing Places** explores people's connection with places and how they evolve over time.

The study includes contrasting places - the Northern Quarter in Manchester and Detroit.

**Contemporary Urban Environments** examines urban processes and their effects on urban change.

Cities' urban forms, climate variations, and sustainability efforts are analysed. A key theme is the issues associated with inequality, cultural diversity and social segregation in urban areas.

London and Mumbai are key cities studied in depth

**Geographical skills** like graphical, cartographical, and statistical techniques (such as Standard Deviation, Spearman's Rank, and Chi squared) are covered.

### **Component 3 involves a Geographical Investigation**

This requires field data collection based on a self-defined question or issue in the specification. Students will complete this coursework element outside of the classroom, submitting work to key deadlines set by the school.

## Mark Breakdown and Assessment

### **Paper 1 – Physical Geography (40% of final grade) 2.5 Hour Paper (40%)**

- 1) Water and Carbon (36 marks): 1 x four-mark question, 2 x six-mark questions and 1 x twenty-mark question
- 2) Coasts (36 marks): 1 x four-mark question, 2 x six-mark questions and 1 x twenty-mark question
- 3) Hazards (48 marks): 1 x four-mark question, 1 x six-mark question, 2 x nine-mark questions and 1 x twenty-mark question

### **Paper 2 – Human Geography 2.5 Hour Paper (40%)**

- 1) Global Systems and Global Governance (36 marks): 1 x four-mark question, 2 x mark questions and 1 x twenty-mark question
- 2) Changing Places (36 marks): 1 x four-mark question, 2 x six-mark questions and 1 x twenty-mark question
- 3) Contemporary Urban Environments (48 marks): 1 x four-mark question, 1 x six-mark question, 2 x nine-mark questions and 1 x twenty-mark question

### **Paper 3: Geographical Fieldwork Investigation (20%)**

Students complete an individual investigation of 3000-4000 words, which must include data collected in the field, based on a question or issue defined and developed by the students relating to any part of the specification content.

## Website links

<https://www.aqa.org.uk/subjects/geography/a-level/geography-7037/specification>

## Key Dates

Exam: May/June Year 13  
NEA: Submission after February Half Term Year 13  
Fieldwork 1 – Northern Quarter – November Year 12  
Fieldwork 2 – Stretford Mall – April/May Year 12  
Fieldwork 3 - Sefton Coast – June Year 12  
Fieldwork 4 – Independent Data Collection – by November Year 13

## Further Information

Mr. T. Whiting – Curriculum Leader for Geography  
Miss S. King – Subject Teacher and Progress Leader for Year 7  
Miss E. Eeles – Assistant Headteacher and Subject Teacher  
[t.whiting@stretfordgrammar.com](mailto:t.whiting@stretfordgrammar.com)

**What can I do after I have completed the course?**

Students who have studied geography at A-level or degree level can pursue various career paths. Some common options include becoming environmental consultants, urban planners, GIS specialists, geographic analysts, surveyors, or researchers. Geography qualifications provide a solid foundation for roles that require analytical skills, knowledge of the environment, and an understanding of global issues.

Many of our former students have used Geography as their third A level for entry into Dentistry, Medicine, Engineering and Veterinary Science. As a facilitating subject with a wide range of transferable skills it sits well in combination with any other A Level subjects and grants access to most degree courses, or apprenticeships.