



Geography	Working towards expected outcomes Your child is not yet making the expected progress within this course.	Working at expected outcomes Your child is achieving the expected progress for this point within the course.	Working beyond expected outcomes Your child is exceeding the expected progress.
Year 12 Autumn  Hazards	<p>Students working <b>towards</b> expected outcomes in Year 12 can/has:</p> <p><b>The concept of hazard in a geographical context</b></p> <p>List the nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological).</p> <p>Has limited understanding of the meaning of hazard perception and its economic and cultural determinants.</p> <p>Describe the characteristic of some human responses to hazards but may not use key terminology, and these responses may be generic to all hazards.</p> <p>A basic understanding of how level of development and hazard intensity relate to the human response.</p> <p>Give a basic description of the Park Model of Human Response to hazards and The Hazard Management Cycle.</p>	<p>Students working <b>at</b> expected in Year 12 can/has:</p> <p><b>The concept of hazard in a geographical context</b></p> <p>Describe the nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological).</p> <p>Give a clear definition of the term ‘hazard perception’ and explain some economic and cultural factors that shape a person’s hazard perception.</p> <p>Define the following key terminology on the context of human responses to natural hazards – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing.</p> <p>Can begin to evaluate the above terms in relation to hazard incidence, intensity, magnitude, distribution and level of development.</p> <p>Give a clear description of what The Park Model of Human Response to hazards and The Hazard Management Cycle show. Knows the stages in the correct order. Can give some evaluation of the effectiveness of the models.</p>	<p>Students working <b>beyond</b> expected in Year 12 demonstrate working at the expected level and can consistently apply this. They also can:</p> <p><b>The concept of hazard in a geographical context</b></p> <p>Evaluate how a range of economic and social factors shape a person’s hazard perception, supported by real world examples.</p> <p>Give detailed evaluation of how hazard incidence, intensity, magnitude, distribution and level of development influence the range of human responses to natural hazards.</p> <p>Analyse the effectiveness of the Park Model of Human Response and the Hazard Management Cycle, using evidence from case studies for each type of hazard studied. The student can compare and contrast the models and suggest how they can be improved.</p>



	<p><b>Fires in nature</b> A basic understanding of the nature of wildfires – can identify different types of wildfires.</p> <p>Give a simple description of the conditions favouring intense wildfires, including some of vegetation type, fuel characteristics, climate &amp; recent weather and fire behaviour.</p> <p>List some human and natural causes of wildfires</p> <p>List basic primary and secondary effects of a wildfire</p> <p>List basic immediate and long-term responses to a wildfire</p> <p>Describe some basic ways the impacts of wildfires can be reduced, with a focus on prevention and preparedness only.</p> <p>Australia’s Black Saturday Case Study – able to give a simple description of the causes, impacts and human responses. Points may be generic and applicable to any wildfire.</p>	<p><b>Fires in nature</b> A detailed understanding of the Nature of wildfires – the student can identify and describe a range of different wildfire types (crown, surface etc.</p> <p>Explain the factors that lead to intense wildfires, including vegetation type, fuel characteristics, climate &amp; recent weather and fire behaviour (influenced by wind &amp; topography).</p> <p>Describe a range of human and natural causes of wildfires</p> <p>Give a clear explanation of a range of impacts, including: primary/secondary, environmental, social, economic, political.</p> <p>Give a clear explanation of a range of short and long-term responses to wildfires, including risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. The student can clearly distinguish between these categories and give specific examples for each including defensible spaces, education policies, vegetation management methods and direct fire fighting.</p> <p>Australia’s Black Saturday Case study – able to give a clear explanation of the causes, impacts (social, economic and environmental) and human responses to this specific wildfire event. The student knows specific factual information relating to the three aspects. They are beginning to evaluate the effectiveness of the responses to this wildfire event.</p>	<p><b>Fires in nature</b> <i>Students working <b>beyond</b> expected in Year 12 demonstrate working at the expected level and can consistently apply this. They also can:</i></p> <p>Consider how the factors that lead to intense wildfires are changing over time and scale.</p> <p>Evaluate different risk management strategies and consider positives and drawbacks of each, reaching conclusions on most effective and appropriate in different contexts.</p> <p>Give a full evaluation of the effectiveness of the response to the Black Saturday Wildfire event, including the Stay or Go policy, the rebuilding of Marysville, the resulting change to Australia’s building codes.</p> <p>Make complex links within the hazards unit – e.g. relating the Black Saturday case study to aspects of the Park Model and Hazard Management Cycle.</p> <p>Make complex links to other units of the A-level course – e.g. the impact of a person’s lived experience of wildfires influencing their response, the impact of climate change on the frequency and intensity of wildfires.</p>
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<p>Year 12 Autumn</p> <p>Hazards</p>	<p>Students working <b>towards</b> expected outcomes in Year 12 can/has:</p> <p><b>Storm hazards</b></p> <p>Briefly describe the nature of tropical storms and their underlying causes, though this may lack clarity and sequence.</p> <p>Describe simply some of the hazards created by tropical storms, including high winds, storm surges, coastal flooding, river flooding and landslides.</p> <p>Identify the spatial distribution of tropical storms. Understand that they occur at different magnitudes and frequencies.</p> <p>Understand that tropical storms are a predictable hazard and give a simple description of how they are monitored.</p> <p>List basic primary and secondary effects of a tropical storm</p> <p>List basic immediate and long-term responses to a tropical storm</p> <p>Describe some basic ways the impacts of tropical storm can be reduced, with a focus on prevention (of the impacts, not the hazard) and preparedness only.</p> <p>Typhoon Haiyan and Hurricane Katrina Case Studies - able to give a simple description of the impacts and human responses. Points may be generic and applicable to any tropical storm, with basic comparisons between how a HIC &amp; LIC are impacted differently.</p>	<p>Students working <b>at</b> expected in Year 12 can/has:</p> <p><b>Storm hazards</b></p> <p>Clearly describe the nature of tropical storms and their underlying causes. Their sequence of formation can be explained in the correct sequence.</p> <p>Give a clear description of the hazards created by tropical storms, including high winds, storm surges, coastal flooding, river flooding and landslides. Describe the secondary impacts these have, considering temporal and spatial scale.</p> <p>Describe and explain the spatial distribution of tropical storms. Understand that they occur at different magnitudes and the factors that influence tropical storm magnitude such as sea surface temperature and wind shear. Describe the seasonal occurrence of tropical storms in different parts of the world.</p> <p>Understand that tropical storms are a predictable hazard and explain how they are monitored e.g. using ocean buoys, hurricane hunter aircraft, satellite monitoring</p> <p>Give a clear explanation of a range of impacts, including: primary/secondary, environmental, social, economic, political.</p> <p>Give a clear explanation of a range of short and long-term responses to tropical storms, including</p>	<p>Students working <b>beyond</b> expected in Year 12 demonstrate working at the expected level and can consistently apply this. They also can:</p> <p><b>Storm hazards</b></p> <p>Explain the difference in tropical storm frequency and regularity. Able to identify and explain events that are impacts frequency and regularity, such as climate change and El Nino events.</p> <p>Evaluate different risk management strategies and consider positives and drawbacks of each, reaching conclusions on most effective and appropriate in different contexts.</p> <p>Give a full evaluation of the effectiveness of the response to the Hurricane Katrina and Typhoon Haiyan case studies, including the evacuation procedures, use of emergency shelters, rehoming of the displaced. For Katrina the political context at a range of scales is evaluated.</p> <p>Make complex links within the Hazards unit – e.g. relating the Katrina and Haiyan case studies to aspects of the Park Model and Hazard Management Cycle.</p> <p>Make complex links to other units of the A-level course – e.g. the impact of a person’s lived experience of tropical storms influenced their response, the impact of climate change on the frequency and intensity of tropical storms.</p>
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Begin to apply aspects of the Katrina case study, with a focus on the Lower 9<sup>th</sup> Ward to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.

risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation. The student can clearly distinguish between these categories and give specific examples for each including building design, evacuation procedures, education, sea walls & levees,

Typhoon Haiyan and Hurricane Katrina Case Studies - able to give a clear explanation of the impacts (social, economic, environmental) and human responses to these tropical storm events. The student knows a range of specific facts and examples from each case study used to support their explanation and evaluation. The student can use the case studies to make a clear comparison of how tropical storms impact LICs and HICs differently. The student is beginning to evaluate the effectiveness of the responses.

Clearly apply aspects of the Katrina case study, with a focus on the Lower 9<sup>th</sup> Ward to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.





<p>Year 12 Autumn</p> <p>Water &amp; Carbon</p>	<p>Students working <b>towards</b> expected outcomes in Year 12 can:</p> <ul style="list-style-type: none"><li>• Give a basic understanding of the systems concept in physical geography. They are beginning to apply this concept to both the water and carbon cycles. For example, identifying; inputs – outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium.</li><li>• Identify and name the global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere.</li><li>• Explain some of the processes driving change in the magnitude of these stores (above) over time and space (scale), including a basic understanding of these flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes.</li><li>• Identify that drainage basins are open systems and name their inputs and outputs, this includes: precipitation, evapo-transpiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow.</li><li>• Describe the concept of water balance. This includes identifying factors affecting the water balance.</li><li>• Describe runoff variation and the reiver regime. Some knowledge of the factors affecting this.</li></ul>	<p>Students working <b>at</b> expected in Year 12 can:</p> <ul style="list-style-type: none"><li>• Explain the systems concept in physical geography and apply this concept to both the water and carbon cycles. For example, explaining; inputs – outputs, energy, stores/components, flows/transfers.</li><li>• Explain the concept of positive/negative feedback and dynamic equilibrium in both the Water and Carbon cycle.</li><li>• Describe the global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere.</li><li>• Explain the processes driving change in the magnitude of these stores (above) over time and space (scale), including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes.</li><li>• Explain how drainage basins are open systems by describing their inputs and outputs, this includes: precipitation, evapo-transpiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow.</li><li>• Describe the concept of water balance and know the water balance formula. This</li></ul>	<p>Students working <b>beyond</b> expected in Year 12 demonstrate working at the expected level and can consistently apply this. They also can:</p> <ul style="list-style-type: none"><li>• Explain the systems concept in physical geography and apply this concept accurately with a variety of examples to both the water and carbon cycles. For example, explaining; inputs – outputs, energy, stores/components, flows/transfers.</li><li>• Explain the concept of positive/negative feedback and dynamic equilibrium in both the Water and Carbon cycle. They can apply these concepts to other physical geography systems and make links between feedback in one cycle and its impact on the other.</li><li>• Describe the global distribution and size of major stores of water – lithosphere, hydrosphere, cryosphere and atmosphere. This includes specific details such as statistics and static/dynamic flows.</li><li>• Explain in detail the processes driving change in the magnitude of these stores (above) over time and space (scale), including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes. This includes considering how humans have impacted</li></ul>
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	<ul style="list-style-type: none"><li>• Show an understanding of information from a flood hydrograph, with some characteristics such as peak discharge and lag time.</li><li>• Briefly explain changes in the water cycle over time to include natural variation and human impact.</li><li>• Identify and name the global distribution and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere.</li><li>• Explain some of the factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering.</li><li>• Explain the changes in the carbon cycle. Show some understanding of natural variation (e.g. wildfires or volcanic activity) and human impact (e.g. farming practices, deforestation or land use changes).</li><li>• Describe the carbon budget and identify the impact of the carbon cycle upon the atmosphere.</li><li>• Describe the key role of the carbon and water stores and cycles in supporting life on Earth. Some understanding of climate change/global climate</li><li>• Identify the relationship between the water cycle and carbon cycle in the atmosphere. This includes the role of feedbacks within and between cycles. Describe how this affects life on Earth.</li></ul>	<p>includes explaining factors affecting the water balance.</p> <ul style="list-style-type: none"><li>• Explain runoff variation and the reiver regime. Including how to calculate discharge and the factors affecting this.</li><li>• Draw and infer information from a flood hydrograph, such as flashy and subdued characteristics.</li><li>• Explain changes in the water cycle over time to include natural variation including storm events, seasonal changes and human impact including farming practices, land use change and water abstraction.</li><li>• Describe the global distribution and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere.</li><li>• Explain the factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering.</li><li>• Explain the changes in the carbon cycle over time, to include natural variation (including wildfires, volcanic activity) and human impact (including hydrocarbon fuel</li></ul>	<p>these flows and transfers and thus the stores.</p> <ul style="list-style-type: none"><li>• Explain in detail how drainage basins are open systems by describing their inputs and outputs, this includes: precipitation, evapo-transpiration and runoff; stores and flows, to include interception, surface, soil water, groundwater and channel storage; stemflow, infiltration overland flow, and channel flow. This is done in depth using sophisticated geographical terminology.</li><li>• Explain the concept of water balance and know the water balance formula. This includes explaining factors affecting the water balance, as well as considering how seasonal change and climatic conditions affects this.</li><li>• Explain Runoff variation and the reiver regime. Including how to calculate discharge and the factors affecting this. These factors are evaluated temporally and spatially.</li><li>• Draw and infer information from a flood hydrograph, such as flashy and subdued characteristics, and applying these to OS maps.</li><li>• Explain in detail, with specific named examples, the changes in the water cycle over time to include natural variation including storm events, seasonal changes</li></ul>
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	<ul style="list-style-type: none"><li>• Identify human interventions in the carbon cycle and explain how they work.</li><li>• Identify and name strategies to mitigate the impacts of climate change. Explain how some of these work. Identify benefits of some of these strategies</li><li>• Identify a tropical rainforest setting and use this to show key themes in water and carbon cycles. Explain the Amazon rainforest's relationship to environmental change. Explain how human activity affects the rainforest.</li><li>• Identify a local scale river catchment to show the key themes of the water cycle. Use field data and consider the impact of precipitation upon drainage basin stores and transfers. Describes flood risk of the River Exe and explains how the drainage basin's flood risk changes.</li></ul>	<p>extraction and burning, farming practices, deforestation, land use changes).</p> <ul style="list-style-type: none"><li>• Describe the carbon budget and explain the impact of the carbon cycle upon land, ocean and atmosphere, including global climate.</li><li>• Explain the key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate.</li><li>• Explain the relationship between the water cycle and carbon cycle in the atmosphere. This includes the role of feedbacks within and between cycles. This can then be linked to climate change and consider the implications for life on Earth.</li><li>• Describe human interventions in the carbon cycle and explain how they are designed to influence carbon transfers.</li><li>• Know and understand how to mitigate the impacts of climate change. They explain different mitigation strategies and consider positives and drawbacks of each.</li><li>• Describe a tropical rainforest setting and use this to illustrate key themes in water and carbon cycles. Explain the Amazon rainforest's relationship to environmental change at local, regional and global scale. Explain how the changing rainforest affects</li></ul>	<p>and human impact including farming practices, land use change and water abstraction. This can then be linked/applied back to systems terminology (stores, flows etc).</p> <ul style="list-style-type: none"><li>• Describe the global distribution and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere. This includes specific details such as statistics and static/dynamic flows.</li><li>• Explain the factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales. Photosynthesis, respiration, decomposition, combustion, carbon sequestration in oceans and sediments, weathering. This includes considering how humans have impacted these flows and transfers and thus the stores.</li><li>• Explain, in detail using named examples, the changes in the carbon cycle over time, to include natural variation (including wildfires, volcanic activity) and human impact (including hydrocarbon fuel extraction and burning, farming practices, deforestation, land use changes).</li><li>• Describe the carbon budget and explain the impact of the carbon cycle upon land, ocean and atmosphere, including global</li></ul>
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		<p>human activity and how human activity affects the rainforest.</p> <ul style="list-style-type: none"><li>• Describe a local scale river catchment to illustrate and analyse the key themes of the water cycle, using specific facts and place names. Use field data and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding. Evaluate how the drainage basin's flood risk changes.</li></ul>	<p>climate. Consider how the budget changes at different scales and over time,</p> <ul style="list-style-type: none"><li>• Explain in detail the key role of the carbon and water stores and cycles in supporting life on Earth with particular reference to climate.</li><li>• Explain the relationship between the water cycle and carbon cycle in the atmosphere, with specific named examples. This includes the role of feedbacks within and between cycles. This can then be linked to climate change and consider the implications for life on Earth.</li><li>• Describe human interventions in the carbon cycle and explain how they are designed to influence carbon transfers, with specific geographical terminology. Evaluate how impactful each intervention is.</li><li>• Know and understand how mitigate the impacts of climate change. Evaluate different mitigation strategies and consider positives and drawbacks of each, reaching conclusions on most effective and appropriate in different contexts.</li><li>• Explain a tropical rainforest setting and use this to analyse key themes in water and carbon cycles. Explain the Amazon rainforest's relationship to environmental</li></ul>
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			<p>change at local, regional and global scale. Evaluate how the changing rainforest affects human activity and how human activity affects the rainforest. Analyse how the rainforests cycles have changed temporally and the reasons for this, including predictions for the future.</p> <p>Explain a local scale river catchment to illustrate and analyse the key themes of the water cycle, using specific facts and place names. Apply field data and analyse the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding. Link between the water cycle and the carbon cycle for River Exe. Evaluate how the drainage basin's flood risk changes spatially and temporally.</p>
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