



Geography	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
	Your child is not yet making the expected progress within this course.	Your child is achieving the expected progress for this point within the course.	Your child is exceeding the expected progress.
Year 12 Summer Hazards	<p>Students working towards expected outcomes in Year 12 can/has:</p> <p>Seismic hazards</p> <p>Give a simple description of the nature of seismicity and its relation to plate tectonics.</p> <p>Give a basic definition and description for the following forms of seismic hazard: earthquakes, shockwaves , tsunamis, liquefaction, landslides .</p> <p>Can give a basic description of the spatial distribution of earthquakes relating to plate boundaries. Has a basic understanding of why earthquakes occur at different magnitudes and frequencies.</p> <p>Understands that earthquakes generally cannot be predicted and give a simple description of why not. Basic description of how they are detected and monitored.</p> <p>List basic primary and secondary effects of an earthquake.</p> <p>List basic immediate and long-term responses to an earthquake.</p> <p>Describe some basic ways the impacts of earthquakes can be reduced, with a focus on prevention (of the impacts, not the hazard) and preparedness only.</p>	<p>Students working at expected in Year 12 can/has:</p> <p>Seismic hazards</p> <p>Give a clear explanation of the nature of seismicity and its relation to plate tectonics.</p> <p>Give a clear definition and explanation of the following forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides .</p> <p>Can clearly describe the spatial distribution of earthquakes relating to plate boundaries. Can explain clearly why earthquakes occur at different magnitudes and frequencies, relating to their spatial variation.</p> <p>Give a clear explanation of why earthquakes are generally unpredictable events. Give a clear explanation of how they are detected and monitored.</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 earthquakes, 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</p>	<p>Students working beyond expected in Year 12 demonstrate working at the expected level and can consistently apply this. They also can:</p> <p>Seismic hazards</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 Tohoku earthquake including the evacuation procedures and global economic & social impacts</p> <p>Make complex links within the Hazards unit – e.g. relating the Tohoku 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 earthquakes on their response</p>



	<p>Tohoku Earthquake case study case study - able to give a simple description of the impacts and human responses. Points may be generic and applicable to any volcanic eruption.</p> <p>Case study of a multi-hazardous environment beyond the UK – The Philippines</p> <ul style="list-style-type: none"> • Describe the range of hazards found in the Philippines • Describe some social, economic risks to people presented by these hazards, with generic points • Describe some ways people have adapted to live with the hazards or are mitigating the impact of the hazards 	<p>for each including building design, evacuation procedures, education, land zoning</p> <p>Tohoku Earthquake case study - able to give a clear explanation of the impacts social, economic, environmental) and human responses this eruption. The student knows a range of specific facts and examples from the case study used to support their explanation and evaluation. The student is beginning to evaluate the effectiveness of the responses.</p> <p>Case study of a multi-hazardous environment beyond the UK – The Philippines</p> <ul style="list-style-type: none"> • Describe the range of hazards found in the Philippines and explain how they are interlinked. Describe the spatial and temporal nature of the hazards found there. • Explain the social, economic and environmental risks presented by these hazards, with some specific information • Explain how people are able to live in the Philippines despite the range of hazards through how human qualities and responses such as resilience, adaptation, mitigation and management 	<p>Case study of a multi-hazardous environment beyond the UK – The Philippines</p> <ul style="list-style-type: none"> • Evaluate the changes to the frequency and magnitude of hazards in the Philippines due to external influences such as climate change and El Nino events • Analyse the impact of human activity upon the magnitude of the effects of natural hazards in the Philippines <p>Evaluate factors that limit the effectiveness of resilience, adaptation, mitigation and management</p>
<p>Year 12 Spring / Summer</p>	<p><i>Students working towards expected outcomes in Year 12 can:</i></p> <p>Describe the concept of place, including the difference between place and space.</p>	<p><i>Students working at expected in Year 12 can:</i></p> <p>Describe the concept of place, including the difference between place and space and describing the three aspects of place.</p>	<p><i>Students working beyond expected in Year 12 demonstrate working at the expected level and can consistently apply this. They also can:</i></p>



<p>Changing Places</p>	<p>Explain briefly the importance of place in human life and experience</p> <p>Explain insider and outsider perspectives on place.</p> <p>Categorise different places, such as:</p> <ul style="list-style-type: none">• near places and far places• experienced places and media places. <p>Identify and being to explain factors contributing to the character of places:</p> <ul style="list-style-type: none">• Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics.• Exogenous: relationships with other places. <p>Describe the impact of relationships and connections on people and place with some understanding on age, sex and ethnicity.</p> <p>Explain how the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people and money.</p> <p>Describe the impacts of external forces (e.g. government decisions/policies) on places and begin to consider how this changes at different scales from local to global.</p> <p>Explain how past and present connections, within and beyond localities, shape places.</p> <p>Explain how external agencies, including government, corporate bodies and community or local groups</p>	<p>Explain the importance of place in human life and experience, including how place is important to identity.</p> <p>Contrast insider and outsider perspectives on place and explain what makes people feel they belong to a place.</p> <p>Categorise different places with named examples, such as:</p> <ul style="list-style-type: none">• near places and far places• experienced places and media places. <p>Explain factors contributing to the character of places, with relevant examples:</p> <ul style="list-style-type: none">• Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics.• Exogenous: relationships with other places. <p>Explain the impact of relationships and connections on people and place with a particular focus on changing demographic and cultural characteristics.</p> <p>Explain how the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas with some reference to spatial change.</p> <p>Explain the impacts of external forces on places operating at different scales from local to global, including either government policies or the decisions of transnational corporations or the impacts of international or global institutions.</p>	<p>Explain the concept of place, including the difference between place and space and accurately explaining the three aspects of place.</p> <p>Explain the importance of place in human life and experience, including how place is important to identity and explain how place attachment is formed.</p> <p>Contrast insider and outsider perspectives on place and evaluate what makes people feel they belong to a place and how this can change over time.</p> <p>Categorise different places with named examples and consider the extent to which places are becoming more homogenous, such as:</p> <ul style="list-style-type: none">• near places and far places• experienced places and media places. <p>Evaluate and consider the importance of factors contributing to the character of places, with relevant examples:</p> <ul style="list-style-type: none">• Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics.• Exogenous: relationships with other places. <p>Evaluate the impact of relationships and connections on people and place with a particular focus on changing demographic and cultural characteristics.</p> <p>Use named examples to explain how the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas with reference to spatial change.</p>
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	<p>make attempts to influence or create specific place-meanings.</p> <p>Describe how places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc).</p> <p>Describe how places may be represented statistically such as cartography and census data.</p> <p>Describe how both past and present processes of development can be seen to influence the social and economic characteristics of places.</p> <p>(For their local and distant place study)</p> <ul style="list-style-type: none">• Identify and use some qualitative and quantitative data sources to represent places in the past and present.• Explain people's lived experience of the place in the past and at present.• Describe the changing demographic and cultural characteristics	<p>Explain how past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.</p> <p>Explain how external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.</p> <p>Analyse how places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) and the contrasting images that are created through this.</p> <p>Analyse how places may be represented statistically such as cartography and census data and the contrasting images that are created through this.</p> <p>Explain how both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.</p> <p>(For their local and distant place study)</p> <ul style="list-style-type: none">• Use many qualitative and quantitative data sources to represent places in the past and present.• Explain people's lived experience of the place in the past and at present and why it is this way.• Evaluate the changing demographic and cultural characteristics	<p>Evaluate the impacts of external forces on places operating at different scales from local to global, including government policies, decisions of transnational corporations and international or global institutions.</p> <p>Explain how past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales & consider how these may change in the future.</p> <p>Explain, using named examples, how external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions.</p> <p>Analyse how places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (eg film, photography, art, story, song etc) and the contrasting images that are created through this and the reasons behind those representations.</p> <p>Analyse how places may be represented statistically such as cartography and census data and the contrasting images that are created through this and the reasons behind those representations.</p> <p>Evaluate the extent to which both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.</p>
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			<p>(For their local and distant place study)</p> <ul style="list-style-type: none">• Use an abundance of qualitative and quantitative data sources to represent places in the past and present.• Evaluate people's lived experience of the place in the past and at present and the factors underpinning this.• Evaluate the changing demographic and cultural characteristics spatially and temporally.
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