



Geography	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 13 Spring</p> <p>Resource Security</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <p><b>Energy security</b></p> <p>Describe the sources of energy, both primary and secondary.</p> <p>Describe the components of energy demand e.g. domestic, industry... and describe simply how these energy mixes vary in contrasting settings (HICs, NEEs, LICs)</p> <p>Describe simply the relationship of energy supply (volume and quality) to key aspects of physical geography – climate, geology and drainage.</p> <p>Describe global patterns of production, consumption and trade/movements of energy including oil and natural gas.</p> <p>Consider energy supplies in a globalising world describe how there are competing national interests and the role of transnational corporations in energy production, processing and distribution.</p> <p>Describe the environmental impacts of a major energy resource development such as an oil, coal or gas field and associated distribution networks – The Athabasca Tar Sands, Canada.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 13 can:</p> <p><b>Energy security</b></p> <p>Clearly explain the sources of energy, both primary and secondary.</p> <p>Explain the components of energy demand e.g. domestic, industry... and explain how these energy mixes vary in contrasting settings (HICs, NEEs, LICs) by using the examples of Iceland, Francy &amp; Mali.</p> <p>Explain the relationship of energy supply (volume and quality) to key aspects of physical geography – climate, geology and drainage.</p> <p>Describe and explain global patterns of production, consumption and trade/movements of energy including oil and natural gas.</p> <p>Consider energy supplies in a globalising world explain how there are competing national interests and the role of transnational corporations in energy production, processing and distribution. Use the example of Gazprom to evaluate how geopolitics plays a role in energy supply.</p> <p>Explain the environmental impacts of a major energy resource development such as an oil, coal or gas field and associated distribution networks – The</p>	<p>Your child is exceeding the expected progress.</p> <p>Students working <b>beyond</b> expected in Year 13 demonstrate working at the expected level and can consistently apply this. They also can/has...</p> <p><b>Energy security</b></p> <p>Use examples from current affairs i.e. the war in Ukraine, to evaluate the impact of geopolitics on energy security</p> <p>An awareness of current UK energy policy and planned developments in wind &amp; nuclear to ensure our energy security</p> <p>Give a full evaluation of the strategies used to increase energy supply &amp; manage consumption, considering the social, economic, environmental and political aspects</p> <p>Make complex links to other units of the A-level course i.e. the impact of energy security on climate change, the role of energy geopolitics in global governance, the demand for resource exploitation in Antarctica</p>



	<p>Describe the strategies use to increase energy supply (oil and gas exploration, nuclear power and development of renewable sources).</p> <p>Describe the strategies to manage energy consumption (including reducing demand).</p> <p>Describe the sustainability issues associated with energy production, trade and consumption: acid rain, the enhanced greenhouse effect, nuclear waste and energy conservation.</p>	<p>Athabasca Tar Sands, Canada. Use specific facts and figures to support their points.</p> <p>Explain the strategies use to increase energy supply (oil and gas exploration, nuclear power and development of renewable sources). Begin to evaluate the effectiveness of these strategies.</p> <p>Explain the strategies to manage energy consumption (including reducing demand). Begin to evaluate the effectiveness of these strategies.</p> <p>Explain the sustainability issues associated with energy production, trade and consumption: acid rain, the enhanced greenhouse effect, nuclear waste and energy conservation.</p>	
<p>Year 13 Spring / Summer</p> <p>Global Systems &amp; Global Governance</p>	<p>Students working <b>towards</b> expected outcomes in Year 13 can:</p> <ul style="list-style-type: none"> <li>Describe the various dimensions of globalisation, including some of the following; flows of capital, labour, products, services and information, global marketing</li> <li>Explain patterns of production, distribution and consumption.</li> <li>Explain factors in globalisation, including some of the following; the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements.</li> </ul>	<p>Students working <b>at</b> expected in Year 13 can:</p> <ul style="list-style-type: none"> <li>Explain the various dimensions of globalisation, including; flows of capital, labour, products, services and information, global marketing</li> <li>Explain patterns of production, distribution and consumption and appreciate how these change over time and space.</li> <li>Explain factors in globalisation, including; the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements. Begin to evaluate which factors are more influential.</li> </ul>	<p>Students working <b>beyond</b> expected in Year 13 demonstrate working at the expected level and can consistently apply this. They also can</p> <ul style="list-style-type: none"> <li>Explain in detail, with named examples, the various dimensions of globalisation, including; flows of capital, labour, products, services and information, global marketing.</li> <li>Explain patterns of production, distribution and consumption and evaluate how these change both spatially and temporally.</li> <li>Explain factors in globalisation, including; the development of technologies, systems and relationships, including financial, transport, security, communications, management and information systems and trade agreements. Analyse the extent to</li> </ul>



	<ul style="list-style-type: none"><li>• Outline the nature of economic, political, social and environmental interdependence in the contemporary world.</li><li>• Identify issues associated with interdependence and describe how unequal flows can both promote development and stability but also cause inequality.</li><li>• Describe how unequal power relations enable some states to drive global systems to their own advantage, while others are only able to respond or resist.</li><li>• Describe global features and trends in the volume and pattern of international trade and investment associated with globalisation.</li><li>• Describe trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America and begin to consider the impacts of these.</li><li>• Describe differential access to markets associated with levels of economic development and trading agreements and begin to explain its impacts on economic and societal well-being.</li></ul>	<ul style="list-style-type: none"><li>• Explain the nature of economic, political, social and environmental interdependence in the contemporary world and categorise these.</li><li>• Identify issues associated with interdependence and explain how unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places.</li><li>• Explain how unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way.</li><li>• Describe global features and trends in the volume and pattern of international trade and investment associated with globalisation, using data and statistics as evidence.</li><li>• Explain trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan</li></ul>	<p>which these factors are influential in the process of globalisation.</p> <ul style="list-style-type: none"><li>• Explain the nature of economic, political, social and environmental interdependence in the contemporary world and contrast these with specific examples.</li><li>• Identify issues associated with interdependence and explain, using named examples to illustrate, how unequal flows of people, money, ideas and technology within global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places.</li><li>• Explain, using named examples to illustrate how unequal power relations enable some states to drive global systems to their own advantage and to directly influence geopolitical events, while others are only able to respond or resist in a more constrained way.</li><li>• Describe &amp; explain global features and trends in the volume and pattern of international trade and investment associated with globalisation, using data and statistics as evidence.</li><li>• Explain trading relationships and patterns between large, highly developed economies such as the United States, the European</li></ul>
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	<ul style="list-style-type: none"><li>• Describe the nature and role of transnational corporations (TNCs), including their spatial organisation, and production with reference to a specified TNC and identify its impacts on those countries in which it operates.</li><li>• Describe world trade in a food commodity (coffee/bananas etc.) identifying production and consumption locations. Explain briefly why TNCs benefit from these locations.</li><li>• Explain the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on people's lives.</li><li>• Define norms, laws, institutions and regulations and begin to understand their role in global systems.</li><li>• Identify issues associated with attempts at global governance, including how agencies can work to promote growth and stability but may also exacerbate inequalities and injustices. There may be some acknowledgement of the UN's role as an example.</li><li>• Describe the concept of the 'global commons'.</li><li>• Describe the benefits of global commons being protected and the right of all people to</li></ul>	<p>Africa, southern Asia and Latin America and explain the impacts of these.</p> <ul style="list-style-type: none"><li>• Describe differential access to markets associated with levels of economic development and trading agreements and explain its impacts on economic and societal well-being.</li><li>• Describe the nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and explain its impacts on those countries in which it operates.</li><li>• Describe world trade in a food commodity (coffee/bananas etc.), including production, manufacturing and consumption patterns and relationships. Explain how TNCs dominate and benefit from these patterns.</li><li>• Assess the geographical consequences of global systems to specifically consider how international trade and variable access to markets underly and impacts on students' and other people's lives across the globe.</li><li>• Describe what it meant by norms, laws, institutions and regulations and explain their role in global systems.</li><li>• Explain issues associated with attempts at global governance, including how agencies,</li></ul>	<p>Union, emerging major economies such as China and India and smaller, less developed economies such as those in sub-Saharan Africa, southern Asia and Latin America and evaluate the impacts of these on the countries themselves and other regions/states.</p> <ul style="list-style-type: none"><li>• Explain differential access to markets associated with levels of economic development and trading agreements and evaluate its impacts on economic and societal well-being.</li><li>• Describe the nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing patterns, with a detailed reference to a specified TNC and evaluate its impacts on those countries in which it operates.</li><li>• Explain world trade in a food commodity (coffee/bananas etc.), including production, manufacturing and consumption patterns and relationships and how these may influence price fluctuation overtime. Explain how TNCs dominate and benefit from these patterns. Assess the extent to which these patterns compare to global trade in other food commodities or manufactured products.</li><li>• Assess the geographical consequences of global systems to specifically consider how</li></ul>
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	<p>sustainable development. Understand there is a need to protect the global commons.</p> <ul style="list-style-type: none"><li>• Briefly describe the contemporary geography, including climate, of Antarctica to show how it is a global common.</li><li>• Explain the threats to Antarctica arising from; climate change, fishing and whaling, the search for mineral resources, tourism and scientific research.</li><li>• Explain strengths and weaknesses of attempts to govern Antarctica, using some examples such as the International Whaling Commission, the Antarctic Treaty (1959) and/or the Protocol on Environmental Protection to the Antarctic Treaty (1991).</li><li>• Describe the role of NGOs in monitoring threats and enhancing protection of Antarctica.</li><li>• Explain the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.</li><li>• Explain the impacts of globalisation to consider the benefits and the costs. Rank which impacts are more important.</li></ul>	<p>including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices. Begin to consider the influence of scale upon these.</p> <ul style="list-style-type: none"><li>• Explain the concept of the 'global commons', including describing the 4 global commons and 5<sup>th</sup> contested.</li><li>• Explain the benefits of the global commons being protected and the right of all people to sustainable development. Appreciate the need to protect the global commons</li><li>• Describe the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and illustrate its vulnerability to global economic pressures and environmental change.</li><li>• Explain the threats to Antarctica arising from; climate change, fishing and whaling, the search for mineral resources, tourism and scientific research, using specific examples and data as evidence.</li><li>• Criticise the developing governance of Antarctica by considering the strengths and weaknesses of the following; United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission, the</li></ul>	<p>international trade and variable access to markets underly and impacts on students' and other people's lives across the globe, considering level of development both within and between countries.</p> <ul style="list-style-type: none"><li>• Describe what it meant by norms, laws, institutions and regulations and contrast their role in regulating global systems.</li><li>• Explain issues in detail, using named examples, associated with attempts at global governance, including how agencies, including the UN in the post-1945 era, can work to promote growth and stability but may also exacerbate inequalities and injustices. Issues are considered in depth at a variety of scales.</li><li>• Explain the concept of the 'global commons', including describing the 4 global commons and 5<sup>th</sup> contested. Explain the principle of common heritage of mankind/humanity.</li><li>• Analyse the benefits of the global commons being protected and the right of all people to sustainable development. Explain in detail the need to protect the global commons.</li><li>• Describe the contemporary geography, including climate, of Antarctica (including the Southern Ocean as far north as the Antarctic Convergence) to demonstrate its role as a global common and explain its</li></ul>
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		<p>Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982).</p> <ul style="list-style-type: none"><li>• Evaluate the role of NGOs in monitoring threats and enhancing protection of Antarctica.</li><li>• Assess the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.</li><li>• Explain the impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact. Evaluate which impacts are more important.</li></ul>	<p>vulnerability to global economic pressures and environmental change. Makes links between topics by considering how the coastline, water cycle and carbon cycle influences Antarctica.</p> <ul style="list-style-type: none"><li>• Explain the threats to Antarctica arising from; climate change, fishing and whaling, the search for mineral resources, tourism and scientific research using specific examples and data as evidence. Evaluate the importance of these and how their influence has changed over time.</li><li>• Criticise the developing governance of Antarctica by considering the strengths and weaknesses of the following; United Nations (UN) agencies such as United Nations Environment Programme (UNEP) and the International Whaling Commission, the Antarctic Treaty (1959), the Protocol on Environmental Protection to the Antarctic Treaty (1991); IWC Whaling Moratorium (1982). Evaluating their scope, purpose and enforcement.</li><li>• Evaluate the role of NGOs in monitoring threats and enhancing protection of Antarctica, using specific named examples.</li><li>• Assess the geographical consequences of global governance for citizens and places in Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's</li></ul>
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			<p>lives across the globe. The evaluation includes an appreciation of spatial and temporal change as well as level of development.</p> <ul style="list-style-type: none"><li>• Explain the impacts of globalisation to consider the benefits of growth, development, integration, stability against the costs in terms of inequalities, injustice, conflict and environmental impact. Analyse the extent to which these impacts are important, using scale and temporal change in their analysis.</li></ul>
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