



Geography	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 13 Summer Resource Security	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 13 can:</p> <p>Mineral security</p> <p>Give a simple description of the global patterns of production, consumption and trade/movements of ore minerals</p> <p>Copper...</p> <ul style="list-style-type: none"> • Give a basic description of its sources including the distribution of reserves/resources • Give a basic description of the qualities of copper and describe how that has led to a range of end uses • Give a basic description of the key aspects of physical geography associated with ore occurrence and working: geological conditions and location (porphyry, sediment hosted & massive sulphide) • Describe the environmental impacts of a major mineral resource extraction scheme and associated distribution networks – the Chuquicamata Copper Mine, Chile • Describe some of the sustainability issues associated with ore extraction (waste heaps, tailings ponds, air pollution), trade (transport) and processing (crushing, smelting etc). • Give a basic description of the geopolitics of mineral resource distributions, trade and 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 13 can:</p> <p>Mineral security</p> <p>Clearly describe and explain the global patterns of production, consumption and trade/movements of ore minerals</p> <p>Copper...</p> <ul style="list-style-type: none"> • Clearly describe its sources including the distribution of reserves/resources • Clearly describe the qualities of copper and explain how that has led to a range of end uses including its role in in global commerce and industry. • Describe the key aspects of physical geography associated with ore occurrence and working: geological conditions and location (porphyry, sediment hosted & massive sulphide) • Explain the environmental impacts of a major mineral resource extraction scheme and associated distribution networks – the Chuquicamata Copper Mine, Chile • Explain the sustainability issues associated with ore extraction (waste heaps, tailings ponds, air pollution), trade (transport) and processing (crushing, smelting etc). <p>Explain the geopolitics of mineral resource distributions, trade and management i.e.</p>	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 13 demonstrate working at the expected level and can consistently apply this. They also can...</p> <p>Mineral security</p> <p>Evaluate how the geological setting of copper impacts on the economic viability of extraction</p> <p>Make complex links to other units of the A-level course i.e. the impact of mineral security on climate change, the demand for resource exploitation in Antarctica, environmental impacts of mineral extraction</p>



	management i.e. the reliance on importing raw materials for manufacturing	the reliance on importing raw materials for manufacturing	
<p>Year 13 Spring / Summer</p> <p>Global Systems & Global Governance</p>	<p>Students working towards expected outcomes in Year 13 can:</p> <ul style="list-style-type: none"> Describe the various dimensions of globalisation, including some of the following; flows of capital, labour, products, services and information, global marketing Explain patterns of production, distribution and consumption. 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. Outline the nature of economic, political, social and environmental interdependence in the contemporary world. Identify issues associated with interdependence and describe how unequal flows can both promote development and stability but also cause inequality. 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. 	<p>Students working at expected in Year 13 can:</p> <ul style="list-style-type: none"> Explain the various dimensions of globalisation, including; flows of capital, labour, products, services and information, global marketing Explain patterns of production, distribution and consumption and appreciate how these change over time and space. 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. Explain the nature of economic, political, social and environmental interdependence in the contemporary world and categorise these. 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 	<p>Students working beyond 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"> Explain in detail, with named examples, the various dimensions of globalisation, including; flows of capital, labour, products, services and information, global marketing. Explain patterns of production, distribution and consumption and evaluate how these change both spatially and temporally. 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 which these factors are influential in the process of globalisation. Explain the nature of economic, political, social and environmental interdependence in the contemporary world and contrast these with specific examples. 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



	<ul style="list-style-type: none">• Describe global features and trends in the volume and pattern of international trade and investment associated with globalisation.• 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.• 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.• 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.• Describe world trade in a food commodity (coffee/bananas etc.) identifying production and consumption locations. Explain briefly why TNCs benefit from these locations.• Explain the geographical consequences of global systems to specifically consider how international trade and variable access to	<p>inequalities, conflicts and injustices for people and places.</p> <ul style="list-style-type: none">• 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.• Describe global features and trends in the volume and pattern of international trade and investment associated with globalisation, using data and statistics as evidence.• 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 Africa, southern Asia and Latin America and explain the impacts of these.• Describe differential access to markets associated with levels of economic development and trading agreements and explain its impacts on economic and societal well-being.• Describe the nature and role of transnational corporations (TNCs), including their spatial organisation, production, linkages, trading and marketing	<p>promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places.</p> <ul style="list-style-type: none">• 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.• Describe & explain global features and trends in the volume and pattern of international trade and investment associated with globalisation, using data and statistics as evidence.• 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 Africa, southern Asia and Latin America and evaluate the impacts of these on the countries themselves and other regions/states.• Explain differential access to markets associated with levels of economic development and trading agreements and evaluate its impacts on economic and societal well-being.
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	<p>markets underly and impacts on people's lives.</p> <ul style="list-style-type: none">• Define norms, laws, institutions and regulations and begin to understand their role in global systems.• 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.• Describe the concept of the 'global commons'.• Describe the benefits of global commons being protected and the right of all people to sustainable development. Understand there is a need to protect the global commons.• Briefly describe the contemporary geography, including climate, of Antarctica to show how it is a global common.• Explain the threats to Antarctica arising from; climate change, fishing and whaling, the search for mineral resources, tourism and scientific research.• Explain strengths and weaknesses of attempts to govern Antarctica, using some	<p>patterns, with a detailed reference to a specified TNC and explain its impacts on those countries in which it operates.</p> <ul style="list-style-type: none">• 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.• 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.• Describe what it meant by norms, laws, institutions and regulations and explain their role in global systems.• Explain issues 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. Begin to consider the influence of scale upon these.• Explain the concept of the 'global commons', including describing the 4 global commons and 5th contested.• Explain the benefits of the global commons being protected and the right of all people to	<ul style="list-style-type: none">• 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.• 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.• 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, considering level of development both within and between countries.• Describe what it meant by norms, laws, institutions and regulations and contrast their role in regulating global systems.• 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
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	<p>examples such as the International Whaling Commission, the Antarctic Treaty (1959) and/or the Protocol on Environmental Protection to the Antarctic Treaty (1991).</p> <ul style="list-style-type: none">• Describe the role of NGOs in monitoring threats and enhancing protection of Antarctica.• 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.• Explain the impacts of globalisation to consider the benefits and the costs. Rank which impacts are more important.	<p>sustainable development. Appreciate the need to protect the global commons</p> <ul style="list-style-type: none">• 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.• 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.• 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).• Evaluate the role of NGOs in monitoring threats and enhancing protection of Antarctica.• Assess the geographical consequences of global governance for citizens and places in	<p>work to promote growth and stability but may also exacerbate inequalities and injustices. Issues are considered in depth at a variety of scales.</p> <ul style="list-style-type: none">• Explain the concept of the 'global commons', including describing the 4 global commons and 5th contested. Explain the principle of common heritage of mankind/humanity.• 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.• 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 vulnerability to global economic pressures and environmental change. Makes links between topics by considering how the coastline, water cycle and carbon cycle influences Antarctica.• 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.
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		<p>Antarctica and elsewhere to specifically consider how global governance underlies and impacts on students' and other people's lives across the globe.</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.• Evaluate the role of NGOs in monitoring threats and enhancing protection of Antarctica, using specific named examples.• 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. The evaluation includes an appreciation of spatial and temporal change as well as level of development.• 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.
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