

AQA Syllabus

Geographical Skills

<u>Subject Specific Vocabulary</u>		<u>Command Words</u>	<u>Fieldwork</u>
Year 13	Unit 4: Resource Security	Unit 5: Global Systems and Governance	Unit 3 Non Examined Assessment (NEA)
Key Ideas	Resource security focuses on the large-scale exploitation of unevenly distributed natural resources, which is one of the defining features of the present era. Increasing demand for water, energy and minerals and their critical role in human affairs leads to massive local and regional transfers of water and massive global transfers of energy and minerals.	Globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of the global economy and society in recent decades.	The NEA must incorporate a significant element of fieldwork. The fieldwork undertaken as part of the individual investigation may be based on either human or physical aspects of geography, or a combination of both. They may incorporate field data and/or evidence from field investigations collected individually or in groups.
Additional Ideas, skills and independent study	Resource development Concept of a resource. Resource classifications to include stock and flow resources. Natural resource issues Global patterns of production, consumption and trade/movements of energy and ore minerals Water security Sources of water; components of demand, water stress. Energy security	Dimensions of Globalisation and Global systems Form and nature of economic, political, social and environmental interdependence in the contemporary world. Issues associated with interdependence unequal flows of people, money, ideas and technology within global systems Trading relationships and patterns between large, highly developed economies. Differential access to markets associated with levels of economic development and	Research question or issue defined and developed by the student individually to address aims, questions and/or hypotheses relating to any part of the specification. It will involve research of relevant literature sources and an understanding of the theoretical or comparative context for a research question/hypothesis demonstrate the ability to critically examine field data in order to comment on its accuracy and/or the extent to which it is representative, and use the experience to extend geographical understanding

	<p>Sources of energy, both primary and secondary. Components of demand and energy mixes in contrasting settings.</p> <p>Mineral security With reference to iron ore or a specified globally traded non-ferrous metal ore eg copper, tin, manganese.</p>	<p>trading agreements and its impacts on economic and societal well-being. The nature and role of transnational corporations (TNCs), The 'global commons' The concept of the 'global commons'. The rights of all to the benefits of the global commons.</p>	<p>involve the writing up of field results clearly, logically and coherently using a range of presentation methods and extended writing</p>
Assessment	<p>Mid point Augmented greenhouse gases Renewable energy</p> <p>End of topic Environmental Impact Assessment Geopolitics and energy security Water supply - climate and geology</p>	<p>Mid point Global commons Global trade in food commodity Unequal flows of money and resource</p> <p>End of topic Differential market access Antarctica as a Global common UN and TNC contributions to development</p>	<p>Independent 3000-4000 word investigation</p> <p>3,000–4,000 words 60 marks 20% of A-level marked by teachers moderated by AQA</p>
Focus of the Specification	<p>Students contemplate the fundamental relationships between the physical environment and human activities and wants and the relationships between people in their local, national and international communities involving themes of sustainability and conflict. They engage with these themes in relation to energy, water and minerals</p>	<p>Increased interdependence and transformed relationships between peoples, states and environments have prompted attempts at a global level to manage and govern aspects of human affairs. Students engage with important dimensions of these phenomena with particular emphasis on international trade and access to markets and the governance of the global commons.</p>	<p>Students work on their own on contextualising, analysing and reporting of their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding.</p>