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geography for the new
specifications**



The Physical Student Book for this course has been approved by AQA. The Human Geography book is currently in the AQA approval process.

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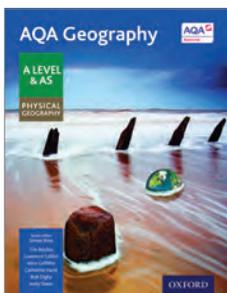
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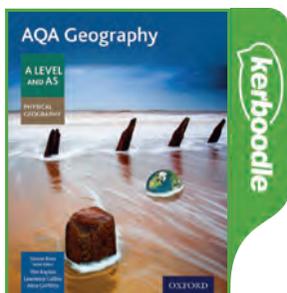
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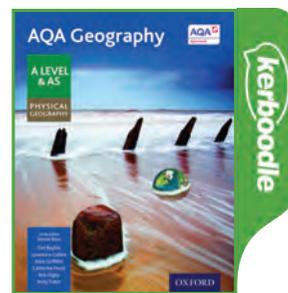
How is the course structured?



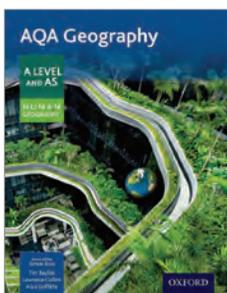
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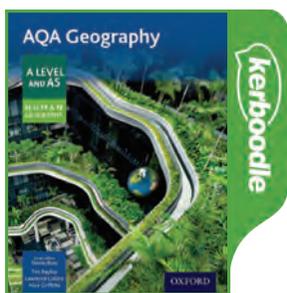


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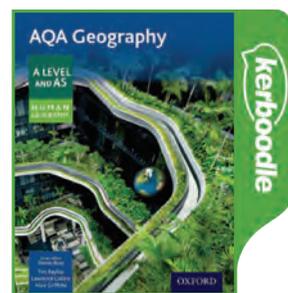
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See page 4 → for more details

See pages 7-10 → for more details

See page 10 → for more details

*Prices for Kerboodle are for an annual subscription for unlimited users.

Meet the series editor

Series editor **Simon Ross** is the former Head of Geography and Assistant Head at Queen's College, Taunton. He's a GA consultant and a teacher trainer and has worked on a wide range of geography resources, including popular resources for the previous GCSE, AS and A Level specifications. Simon is also the series editor of *GCSE Geography AQA*, for the 2016 specification.



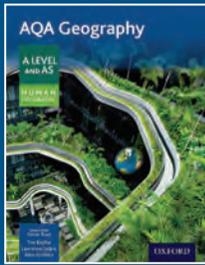
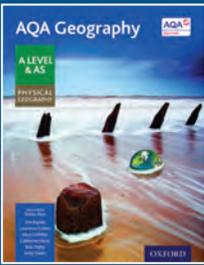
Evaluation

The Evaluation Pack for this course contains the Physical Geography Student Book, the Human Geography Student Book, and information about the supporting Kerboodle resources, including sample Teacher Handbook material. To order yours, please return the tear-off form at the back of this brochure.
978 019 837554 8 £40.00

How the course supports the specifications

Student Book contents	AQA A Level Geography content draft specification	AQA AS Level Geography content draft specification
Physical Geography Student Book	Physical Geography	Physical Geography
Water and carbon cycles	Water and carbon cycles	Water and carbon cycles
Hot desert systems and landscapes	Hot desert systems and landscapes	
Coastal systems and landscapes	Coastal systems and landscapes	Coastal systems and landscapes
Glacial systems and landscapes	Glacial systems and landscapes	Glacial systems and landscapes
Hazards	Hazards	People and the environment: Hazards
Ecosystems under stress	Ecosystems under stress	
Human Geography Student Book	Human Geography	Human Geography
Global systems and global governance	Global systems and global governance	Global systems and global governance
Changing places	Changing places	Changing places
Population and the environment	Population and the environment	
Contemporary urban environments	Contemporary urban environments	People and the environment: Contemporary urban environments
Resource security	Resource security	

In both Student Books		
Geographical Fieldwork Investigation	Geography investigation	Geography fieldwork investigation
Fieldwork and investigation	Fieldwork and investigation	Geography fieldwork investigation
Geographical skills		
Skills checklist		
How to be successful		



Student Books

There are two Student Books, one covering the physical geography and the other covering the human geography parts of the AS and A Level specifications. They both present the content in a clear, accessible manner, ideal for use in class and at home. The Physical Geography Student Book has been approved by AQA and the Human Geography Student Book has been selected for the AQA approval process.

1.5 The water balance

In this section you will learn about the water balance and the causes of variation

Skills are highlighted to help embed them throughout the course

What is the water balance?

In order to gain a better understanding of the drainage basin system we can use a simple equation called the **water balance**. This helps hydrologists to plan for future water supply and flood control by understanding the unique hydrological characteristics of an individual drainage basin.

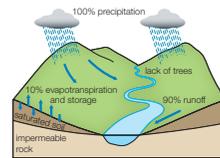
What causes variations in runoff?

An important aspect of the equation is the total runoff (expressed as a percentage of precipitation). This is a measure of the proportion of the total precipitation that makes its way into streams and rivers.

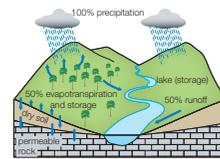
The two river basins in Figure 1 record very different runoff percentages. This is because of the differences in soil water, rock type and vegetation cover. Also think about how the time of year will affect the rates of evapotranspiration and vegetation growth (interception).

The type and intensity of precipitation are also important. Intense rainfall is more likely to pass quickly into rivers, increasing the amount of runoff. Drizzle will be held in the trees and on the grass, much of which will evaporate. Snow will delay any runoff but when frozen soils melt, runoff values might be high.

The water balance is expressed as:
 $P = O + E + S$ where
 P = precipitation
 O = total runoff (streamflow)
 E = evapotranspiration
 S = storage (in soil and rock)



The runoff percentage is high (90%), so most of the precipitation is transferred straight to the river – little is lost or stored on the way. Under conditions like this, flooding is likely.



The runoff percentage (50%) is much lower than above (90%), so a higher proportion of the precipitation is lost or stored before it reaches the river channel. Reasons for this might include a heavily forested river basin, or one that has permeable rocks. Under these conditions, flooding is much less likely.

The River Wye, Wales

With a total length of 215km, the River Wye is the fifth-longest river in the UK. From its source in the Plynlimon Hills in mid-Wales, it flows south-eastwards before joining the Severn Estuary at Chepstow (Figure 2). The river is rich in wildlife, with a variety of habitats. It is an Area of Outstanding Natural Beauty and also has a Site of Special Scientific Interest.

The upper part of the basin is characterised by steep slopes, acidic soils and grassland. Much of this area was originally forested but this has been largely cleared to make way for pasture and sheep grazing. This has reduced interception and increased the potential for overland flow. Ditches have been dug to drain the land to make it more productive, but this has increased the speed of water transfer, making the river more prone to flooding.

The rocks in much of the upper river basin are impermeable mudstones, shales and grits. Further south, the river flows over sandstones before cutting its way through a limestone gorge between Symonds Yat and Chepstow.

the underlying rock is mainly impermeable, groundwater is therefore limited throughout the basin: soils quickly become saturated and are unable to absorb excess water. This encourages overland flow, increasing the risk of flooding downstream – Hereford has been affected by flooding on many occasions.

Rainfall totals are highest in the western upland parts of the river basin while higher temperatures and rates of evapotranspiration occur in the east. Runoff tends to be higher in the winter when rainfall totals are high and rates of plant growth and evapotranspiration are low.

Figure 3 provides monthly data for the River Wye's drainage basin system. Notice that there are significant variations in precipitation and runoff during the year.



Figure 2 The River Wye and its major tributaries

Month	Precipitation	Runoff	Evapotranspiration	Storage	Runoff as a % of precipitation
January	280.8	275.7	10.6	-5.5	98.2
February	191.7	145.6	12.1	34.0	76.0
March	491.0	440.2	35.9		
April	103.8	43.7	62.2		
May	168.9	126.4	65.3		
June	98.7	92.8	71.0		
July	142.2	83.0	76.8		
August	93.8	50.8	75.6		
September	285.1	199.5	46.6		
October	497.9	449.8	25.5		
November	279.4	264.8	12.1		
December	188.4	141.2	3.7		

Figure 3 River Wye water balance

ACTIVITIES

- Study Figure 3.
 - Use the water balance equation to help you complete the 'storage' column. (January and February have already been completed).
 - Why are there some negative storage values?
 - Do there appear to be any seasonal trends with the positive and negative values? Can you explain these trends?
 - Why do you think there is a high positive storage value in September?
- Now complete the final column. To do this you need to divide each runoff value by the precipitation value and multiply by 100.
 - In which month is the value of 'runoff as a percentage of precipitation' the highest?
 - Suggest reasons for this very high percentage.
 - Why do you think there was a particularly high percentage runoff value in June?
- Assess how the following factors cause variations in runoff: type and intensity of precipitation, climate, soil water, rock type, human activities (such as reservoirs, land use change and urbanisation).

STRETCH YOURSELF

Find out more about the characteristics of the River Wye's drainage basin. Look at the rock type, vegetation and land use and support your study with maps and satellite photos. Use your research to help to explain the water balance data in Figure 3.

- Is flooding an issue?
- What are the issues of water supply?

Examples enhance place knowledge and reinforce content

Physical Geography Student Book pages

8.3 Categories of place

In this section you will learn that:

- we humans divide the world up into different categories of place
- our understanding of distant places is socially constructed and affects how we relate to people who live there
- our understanding of (and the meaning we attach to) experienced places and media places is different

Far places and near places

Congratulations!
 Today is your day.
 You're off to Great Places!
 You're off and away!
 ('Oh, the Places You'll Go!' by Dr Seuss)

Exploration, difference and distance

If home is a place we know well and feel secure in, a prop for our identity, it can also be a tie. Travel and exploration is something we crave even if it can be a little scary.

'Place is security, space is freedom.' (Yi-Fu Tuan, 1977)

Anthropologists, who travel to the far-flung corners of the Earth, investigate the customs and cultures of human communities. They have found that everyone, wherever they live, recognises the division between 'us' and 'them' (Figure 1). 'We are from here' and 'they are from there' is universal.

National identity, difference and xenophobia

Students of politics argue that some feeling of belonging to a place is necessary for a society's solidarity to grow. This sense of place is established or reinforced not only by looking inward to the group, but also by looking outward. People actively compare themselves with others who live in **distant places**, specifically those who they feel are different, alien or exotic.

'They do things differently there'

Try to make a list of terms or phrases in English that include the word 'French', for example, French windows. For more ideas, see Figure 2. Do all of these things really originate from France?



Figure 1 In Thailand, Western tourists are seen as different to the local population. Farang is the Thai word for white people or Westerners. It is not generally used as a term of disrespect and derives from the Thai word for the French, farangset.

English terms or phrases that reference the French

... if you excuse my French (please excuse me for swearing)
 French cricket (a simplified version of cricket in which the batsman's legs are the stumps)
 French plait (variation on a hair plait, known in France as a tresse africaine)

French terms or phrases that reference the English

[foodstuff] à l'anglaise (something cooked in the English manner, simply without a sauce)
 Filir o' Anglaise (to go AWOL/leave without permission or without saying goodbye)
 Un coup de Trafalgar (underhand trick or a nasty surprise)

Figure 2 Despite being neighbours in Europe, both the English and French alike see themselves as distant and different from each other

8 Changing places

Racism, conflict and colonial power

The phenomenon of perceived distance between 'us' and 'them' and between places that are **near** and **far**, prompts a wide range of different human behaviour—from the use of mildly mocking terms, like 'whinging Poms' (the Australian name for the English), at one end of the spectrum to racially motivated hate crime at the other. On the international stage, racist ideologies have been used to justify atrocities committed in wars and by colonial powers, including the British.

A different approach to the 'other'

In contrast, the inspiration for the international **Fairtrade** movement has been to reduce inequalities between 'us' and 'them', approaching all growers and producers, wherever they are located, with greater respect. Our co-existence with the 'other' throws up challenging questions (Figure 3) about how places and people should relate to each other today (see page 000) <spread 7.20>.

'If History is about time, Geography is about space... Space [unlike time] is the dimension of the simultaneous... this means that space is the dimension that presents us with the existence of the other. Space presents us with the question of "How are we going to live together?"' (Doreen Massey, 2013)

Experienced places and media places

Topophilia: [the] human love of place ... diffuse as a concept, vivid and concrete as personal experience.'
 (Yi-Fu Tuan, 1974)

How do we acquire a sense of place?

Today people travel a lot. We have access to faster modes of transport and more leisure time than earlier generations. You may feel a deeper emotional attachment to a place that you have visited in person and felt you understood than somewhere you have heard about on the news. We cannot go everywhere, although as geographers we might like to! We depend on media representations of some places to help us make sense of the world, but do we really know these places? If we go on a virtual field trip, using the World Wide Web, is this sense of place (place-meaning) we gain less valid than if we had got our boots muddy?

'You had to be there': The role of direct experience

Experiencing a place – actually visiting it or living there – stimulates all of our senses. We taste the food and smell the drains! We hear the hum of the insects or the drone of the motorway. We sweat in the heat or wish we had packed more clothes. These environmental stimuli are rich. As a result, we acquire a deeper understanding of a place and, perhaps, perceive its true nature.



Figure 3 Other people live in faraway places. But just how different are they?

Think about

Our understanding of what is **near** and what is **far** depends on how we travel and also how distance is measured (time or miles/km). If we use a fast method of travel, or if we use the internet to maintain contact with people in distant places, perhaps this division of the world begins to break down. (Figure 4) With the forces of globalisation, some geographers propose that space is reducing in importance and that 'the near is often an expanding domain' (Levy, 2014). What do you think?

Figure 4 The internet makes the world a smaller place



Definitions of geographical terms help students to develop a secure grasp of vital geographical language

Practice questions are differentiated for AS and A Level students

Practice questions give students opportunities to apply their knowledge – ideal for homework and independent study

Chapter closers provide suggested fieldwork opportunities and skills checklists

2.16 The Mojave Desert, USA

2 Hot deserts

In this section you will learn about the landforms and landscapes of the Mojave Desert

Case study

Where is the Mojave Desert?

The Mojave Desert is located in the south-west of the USA. It occupies parts of the states of California, Nevada, Utah and Arizona and covers an area of 124 000 km² (Figure 1).

'The landscape reflects the cumulative effects of geologic forces or events that have transpired over many millions of years. However, faulting, volcanism and erosion within the past million years, and particularly changing climatic conditions within the last 20 000 years, have had particularly strong effects on the physical appearance of the Mojave Desert landscape today.'

(USGS Western Region Geology and Geophysics Science Center, 2009)



Figure 1 Location of the Mojave Desert, California, USA

Figure 2 Characteristics of the Mojave Desert

Physical geography	The Mojave Desert is a high desert area, displaying classic basin and range topography. Its highest elevations reach over 3000 m, while its lowest point – the infamous Death Valley – is 96 m below sea level, the lowest elevation in North America.
Climate	With an annual rainfall of less than 330 mm it is North America's driest desert. Summer temperatures can reach 50 °C in the lowest valleys, whereas winter temperatures can plummet to –7 °C. Rain tends fall as thunderstorms in the summer. The desert is affected by strong winds.
Drainage	There are a small number of exogenous rivers that flow through the desert, including the Colorado River in the east.
Settlement	The desert is sparsely populated, although there are a few large cities, primarily Las Vegas, which has a population approaching two million people.

Landforms and landscapes of the Mojave Desert

Look at Figure 3. It shows mountain ranges separated by broad, flat basins – the typical landscape of the Mojave Desert. The granitic mountain range in the distance is subject to weathering, particularly thermal fracture, leading to granular disintegration and exfoliation of the crystalline rocks. There may also be some frost shattering and mass movement in the form of rockfalls.

You can see alluvial fans at the foot of the mountains with deposits spreading out over the desert plain, coalescing in places to form bajadas. Bare rock pediments are exposed in places. Playa lakes are common on the plains – you can see one in the middle right of the photo. In the foreground are extensive sand dunes, most of which are highly mobile.

The presence of water and wind-related landforms shows that both agents are important in landscape development in the Mojave Desert. The deeply eroded canyons of the mountains suggest that water action is particularly important in both sculpting the landscape and providing sand for the wind to form sand dunes.

Figure 3 Basin and range landscape of the Mojave Desert



Case studies are supplied at the required depth and level of required detail

The Mojave National Preserve

The Mojave National Preserve (Figure 4) is a protected area in the south of the Mojave Desert in southern California (Figure 1). It is famous for its stunning landscapes and distinctive desert landforms.

There are several examples of classic desert landforms within the Mojave National Preserve.

Lucy Gray Fan – alluvial fan

Lucy Gray Fan (Figure 5) is an alluvial fan just to the north of the Mojave National Preserve. It radiates out from a canyon cutting through the Lucy Gray Mountains and drains into the Ivanpah Valley (Figure 4). It is actually just to the north of the Mojave National Preserve.

Notice that below the mouth of the canyon, the course of the stream divides into several channels. Also notice that the dry lakes appear white on the image. Channels migrate across the fan as they become choked with sediment. In common with all alluvial fans, coarse sediment is found at the top of the fan and finer material is spread out over the desert plain. Some of this reaches the Ivanpah playa.

Cima Dome – pediment and inselbergs

Figure 6 shows the ancient rocky pediment of Cima Dome (also see Figure 4). Erosion and weathering have stripped away the mountainous landscape to leave behind an extensive rocky pediment. Notice the isolated rounded granite inselbergs.



Figure 4 The Mojave National Preserve, California



Figure 5 Aerial view of Lucy Gray Fan

Figure 6 Cima Dome pediment and inselbergs



Physical Geography Student Book pages

2 Hot deserts

The Mojave Desert, USA

Soda Lake – playa

Playas are common landforms in the Mojave Desert. Many exist in places where lakes and marshes formed during the last glacial period. These lakes dried up about 8000 years ago and today only hold water after flash floods or when springs discharge large quantities of groundwater (see 2.10).

Soda Lake is located in the west of the preserve (Figure 4). It is the largest playa in the Mojave Desert, extending over an area of 150 km² (Figure 7). Clays and muds are washed into the basin by the Mojave River and springs generate water on the western side of the playa. Winter storms increase discharge into lake. During the summer, salt crusts develop in places on the lake. In late summer and autumn strong winds whisk up the salts and create a dusty haziness in the air that can spread across the region.



Figure 7 Soda Lake



Figure 8 Kelso Dunes

Kelso Dunes – sand dunes

Wind plays an important role in landscape development (see 2.8) in the Mojave Desert. Sources of sand that are shaped by the wind include alluvial fans, weathered rocks and dried lake beds. The Kelso Dunes and neighbouring Devil's Playground (Figures 4 and 8) form an extensive area of sand deposition in the west of the preserve.

Extending over 120 km², the Kelso Dunes are the largest area of sand dunes in the Mojave Desert. They comprise a mixture of mobile and stabilised (partly vegetated) dunes, the tallest of which rise to over 200 m above the desert floor. Most of the sand originates from the granites of the San Bernardino Mountains. This has been deposited in the Mojave River valley from where it is transported by the wind in an easterly direction to form the Kelso Dunes.

ACTIVITIES

- Study Figure 1.
 - Describe in detail the location of the Mojave Desert.
 - The main cause of aridity here is the so-called 'rainshadow effect'. Describe how this operates and why it has led to the formation of the Mojave Desert.
- Draw a sketch of the landscape in Figure 3 and add labels to identify the main landforms. Describe the landscape in a couple of sentences.
- Locate the aerial photo (Figure 5) on the map in Figure 4. Now draw a simple sketch map to show the main characteristic features of the alluvial fan.
- Assess the importance of time in the development of the landforms and landscape of the Mojave Desert.
- Describe the processes (past and present) that have been responsible for the formation of Soda Lake.
- Study Figure 8. Describe the form and location of the Kelso Dunes. What is the evidence that the dunes in the photo are moving?

STRETCH YOURSELF

Find out more about the landscapes and landforms of the Mojave Desert. The USGS website has extensive literature about the desert and the Mojave National Preserve. Focus on one landform that interests you and investigate its formation in detail.

Field data: Dumont Dunes, Mojave Desert

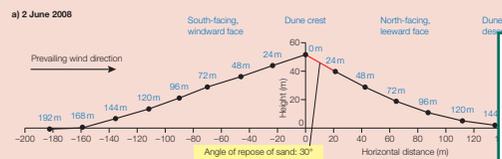
How does the prevailing wind affect the ridge top profile of sand dunes?

The Dumont Dunes are located in the north of the Mojave Desert near the southern tip of Death Valley (Figure 1). Scientists from the California Institute of Technology chose to study a 50 m high sand dune to consider the impact of wind direction on the angles of the dune ridge. They were interested to see if the dune faces were symmetrical or whether windward and leeward sides were characterised by different angles. The sand dune was described as 'a barchanoid ridge with a distinct slip face' (Figure 9). Its profile, measured by a laser rangefinder, is shown in Figure 10.



Figure 9 The Dumont dune studied by the California Institute of Technology

Figure 10 Dumont dune profiles



ACTIVITIES

- Summarise the purpose of the Dumont dune study.
- Study Figure 9. Suggest some of the possible reasons why scientists decided to choose this sand dune for study.
- Study Figure 10a.
 - Compare and contrast the windward and leeward faces of the sand dune.
 - What is meant by the angle of repose?
 - What is the difference between grainfall and grainflow?
 - The scientists suggested that 48 m down the leeward side marks the transition between grainfall and grainflow. What is the evidence for this judgement and why does it occur?
 - Why is the angle of the windward side consistent and lower than the angle of the leeward side?
- Study Figure 10b. Describe and suggest reasons for the changes to the ridge-top profile as a result of a change in wind direction.

5 Critically evaluate the study, particularly the data collection and the conclusion. Could there be other controlling factors, such as moisture, that might explain the asymmetry?

The prevailing winds are from the south. They carry sand grains up the windward side to the top (ridge) of the dune where they blow over and become deposited as grainfall on the sheltered leeward side. The angle on the leeward side builds up to reach the natural angle of repose (maximum angle before the slope starts to collapse, about 30° for sand), at which point local slope failure results in grainflow. The windward slope has firmer sand due to being combed by the prevailing wind, and the angle is consistently at about 20°.

Therefore, the study concluded that the sand dunes were asymmetrical and that strong prevailing winds were a controlling factor in preventing sand on the windward side achieving its natural angle of repose.

Activities help to develop knowledge, understanding and skills

Stretch activities encourage students to carry out research and widen their learning

Physical Geography Student Book pages

Fieldwork

The requirements

Each A Level student must complete an individualised investigation that will be teacher-assessed and which must include data collected in the field.

- The investigation will be worth 20% of the marks and must be based on a question or issue defined and developed by the student which relates to any of the specification content
- Each student will have to produce a report of 3000-4000 words that includes both primary data through fieldwork and secondary research data. The investigation will be assessed by teachers and moderated by AQA
- The A Level specification requires four days of fieldwork over the two years. AS students must complete at least two days of fieldwork, which is assessed entirely through the terminal exam

How this course helps

Both Student Books contain a dedicated fieldwork chapter with support for the AS and A Level assessment requirements, including:

- Strategies for quantitative and qualitative data collection
- Data analysis techniques
- Evaluating and drawing conclusions
- Extended writing

Maths and statistics

The requirements

Students are required to carry out detailed, meaningful data manipulation and to use statistical skills in a range of appropriate contexts.

Students must develop:

- an understanding of what makes data geographical
- an ability to collect, use and analyse a variety of data, including digital and geo-located data
- an understanding of a range of statistical measures and techniques and how to use them in appropriate contexts

How this course helps

- Skills activities are embedded throughout the Student Books and highlighted on the page – giving students opportunities to interpret, use and analyse a variety of data, including digital and geo-located data throughout the course
- Field examples help to test data manipulation and statistical skills that are applied to field measurements
- Double-page spreads at the ends of chapters provide summaries of opportunities for students to consolidate maths and statistical skills applied to a range of geographical contexts

For full details on fieldwork, maths and stats requirements for the new specifications, please visit AQA's website at

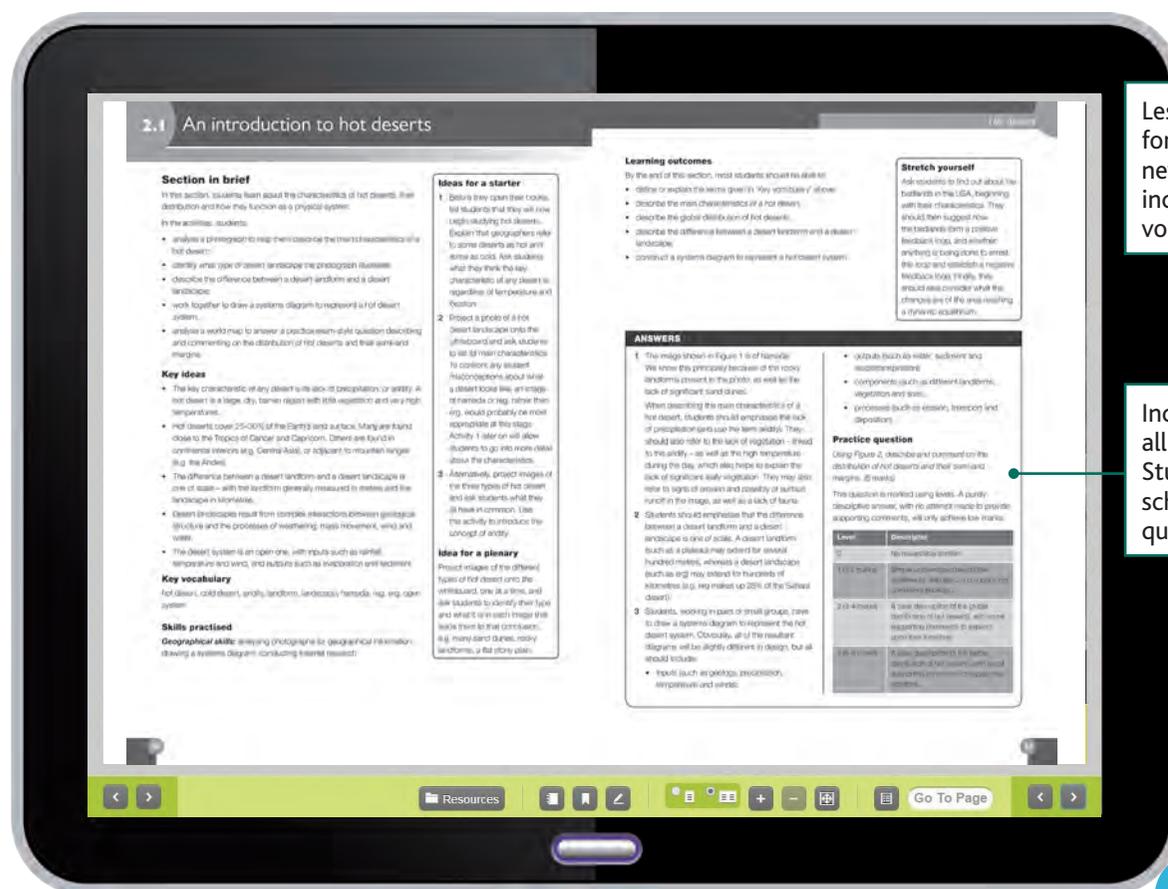
www.aqa.org.uk/subjects/geography/as-and-a-level

The Kerboodle: Resources and Assessment packages provides online support for AQA *Geography A Level and AS*. There are resources for both teachers and students, including:

- Schemes of Work
- Materials to support the development of the key skills required by the specification
- Support for exam skills – see page 8 for more details

Kerboodle Teacher Handbooks

A Teacher Handbook is included with each Kerboodle: Resources and Assessment subscription. This format allows your whole department to access the Handbooks at any time they need to, at work or at home.



Lesson-by-lesson support for implementing the new specifications, including key ideas, key vocabulary, and skills

Includes answers for all the activities in the Student Book, plus mark schemes for the practice questions

Draft Physical Geography Kerboodle Teacher Handbook pages. The layout of the Teacher Handbooks is subject to change as we work to support the requirements of the new specifications.

Kerboodle Student Books

The **Kerboodle Student Books** are online versions of the Student Book. Teacher access is included with the relevant Kerboodle: Resources and Assessment subscription.

You can also choose to purchase **student access to the Kerboodle Student Books**.

To find out more, please turn to page 10.

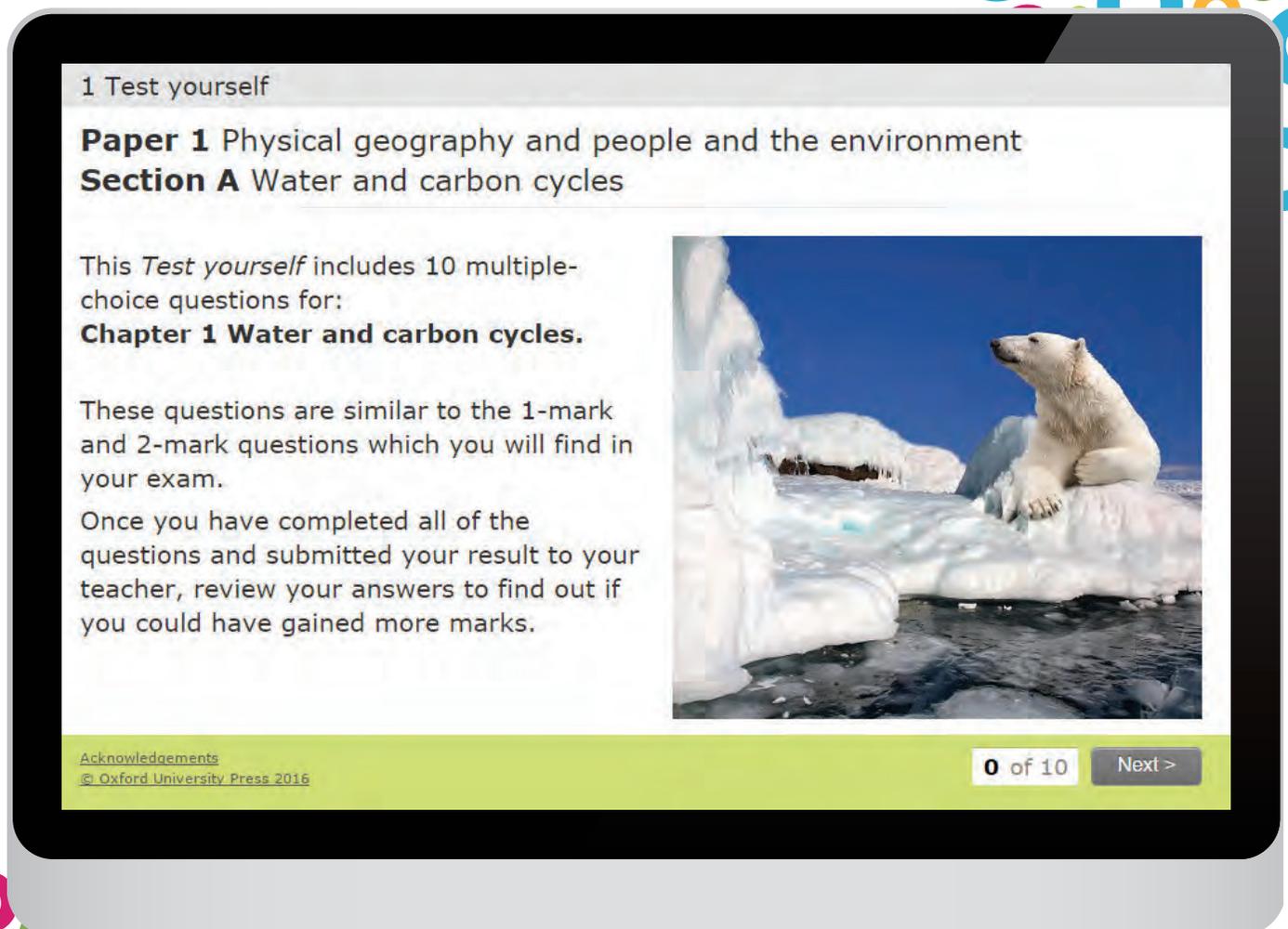
Turn over

to find out how Kerboodle supports assessment and exam preparation

Kerboodle provides lots of support for exam preparation, helping your students to develop the skills they need for success.

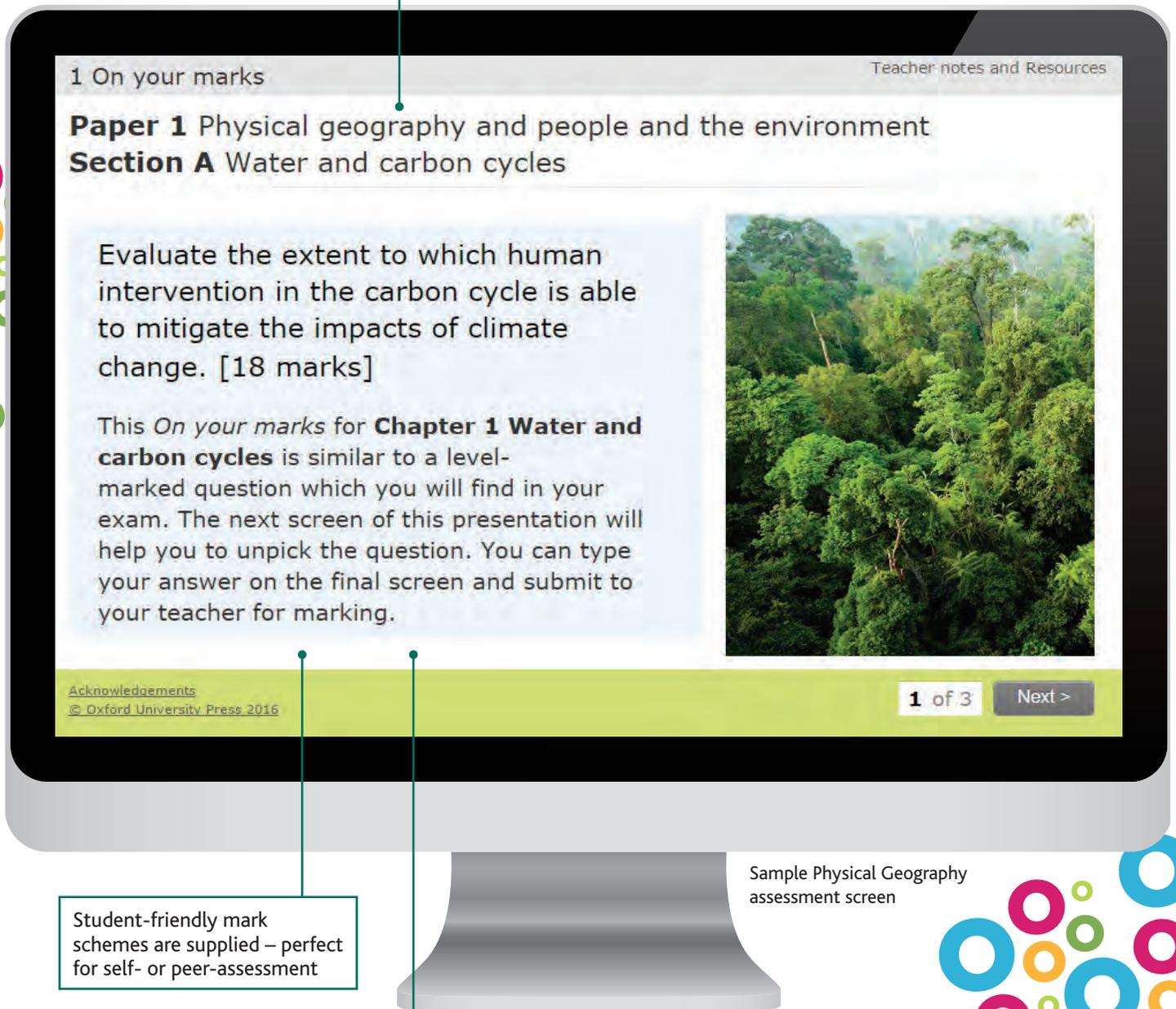
Resources include:

- Interactive and downloadable, paper-based assessments
- Auto-marked and teacher-marked assessments, plus opportunities for self- or peer-marking
- The Kerboodle Markbook to record and present student results
- Student-friendly mark schemes
- A range of support materials and feedback



Sample Physical Geography assessment screen

Exam-practice questions for both AS and A Level students help students to apply their learning to an exam context



1 On your marks

Teacher notes and Resources

Paper 1 Physical geography and people and the environment

Section A Water and carbon cycles

Evaluate the extent to which human intervention in the carbon cycle is able to mitigate the impacts of climate change. [18 marks]



This *On your marks* for **Chapter 1 Water and carbon cycles** is similar to a level-marked question which you will find in your exam. The next screen of this presentation will help you to unpick the question. You can type your answer on the final screen and submit to your teacher for marking.

Acknowledgements
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1 of 3 Next >

Student-friendly mark schemes are supplied – perfect for self- or peer-assessment

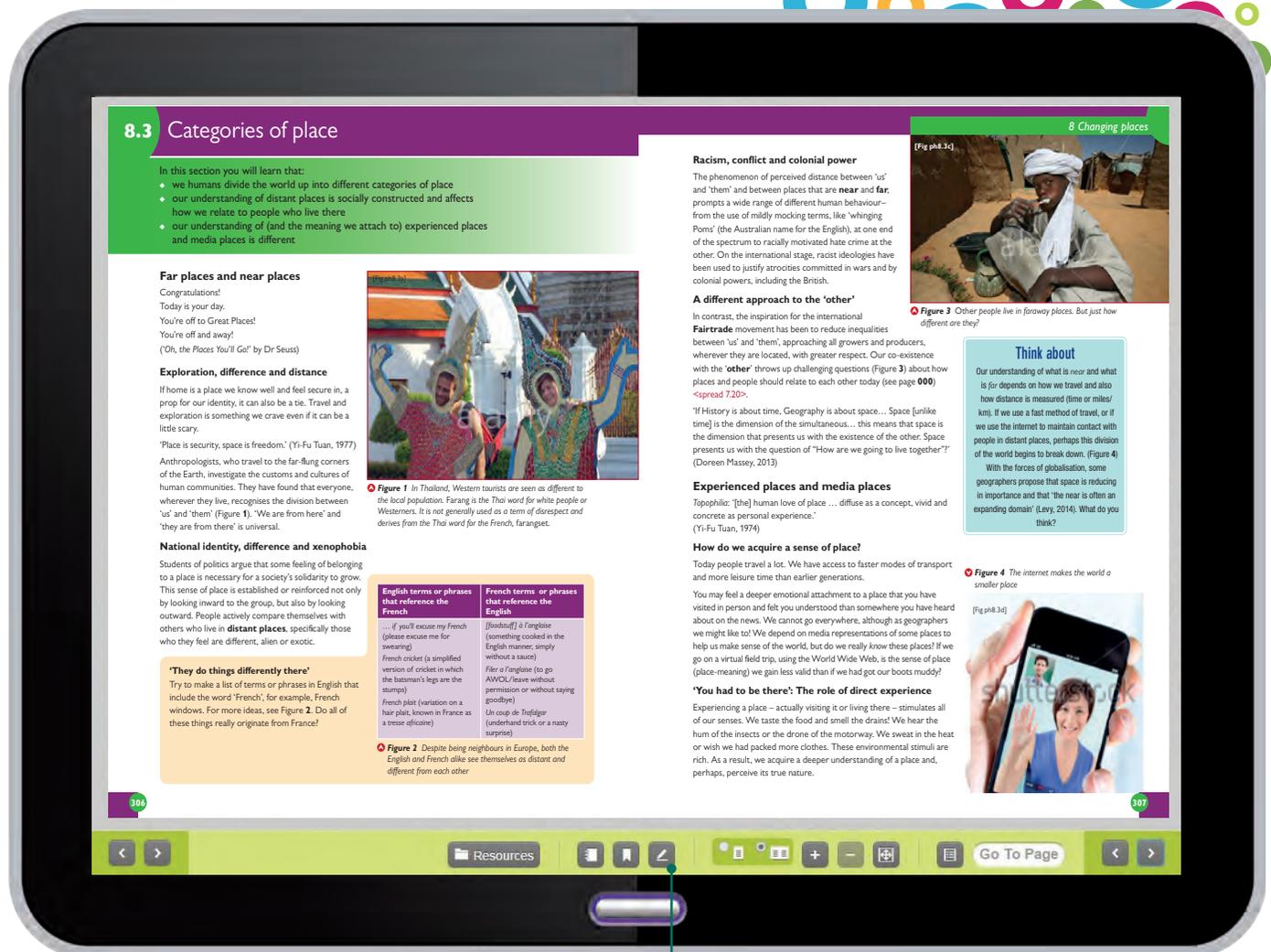
Sample Physical Geography assessment screen

'Max your marks' tips help students to write strong answers

The Kerboodle Student Books have been entered into the AQA approval process. All other Kerboodle resources have not.

Turn over 
to find out about the
Kerboodle Student Books

The Kerboodle Student Books are online versions of the Student Books. Teacher access is included with the relevant Kerboodle: Resources and Assessment subscription, for front-of-class display and for your whole department to use to support their planning. You can also purchase access to the Kerboodle Student Books for your students, for access wherever students have internet access. The Student Books for this course have been entered into the AQA approval process.



Physical Geography Kerboodle Student Book sample

Includes a range of tools for annotating your book

The Kerboodle Student Books have been entered into the AQA approval process. All other Kerboodle resources have not.

In a nutshell ...

What's new?

Decoupling of AS and A Level

AS and A Level are now stand-alone qualifications, with separate examinations. Some schools will have students preparing for the AS exam in the same class as students preparing for A Level.



How can this course help?

Each Student Book covers both AS and A Level content for the relevant areas of the specifications. Differentiated practice questions for topics required by both specifications help students to apply their understanding at the right level.

New content

Content such as water and carbon systems, landscape systems, global systems and governance, and changing places didn't appear in the previous AQA specifications.



The course provides comprehensive coverage of the new specifications, at the right level and in the right amount of detail. See page 3 for more on the course contents.

Increased rigour for physical geography

Students are expected to have a deeper and more precise understanding of systems and processes than required by the previous specifications.



The course provides the necessary depth and detail on these topics, presented in an accessible and engaging way.

More emphasis on skills

From 2016, there will be a greater emphasis on mathematical and statistical skills.



All the required skills are covered and students are given opportunities to practise and develop their skills. Skills are integrated throughout the books so that students can see their relevance to the topics they are studying.

Teacher-assessed, individualized fieldwork

For A Level, students will need to carry out an individual fieldwork investigation, which will be worth 20% of their grade.



A dedicated chapter in each book will support students with approaches to fieldwork and extended writing. See page 6 for more information.

Looking for additional case studies?



Geofile provides new case studies each term, as well as access to an easily searchable archive of past case studies. The case studies are accessed via Kerboodle and are downloadable and printable.

- Case studies explore a broad range of themes, covering both physical and human geography
- Practice questions help students to apply their knowledge while 'learning checkpoints' encourage focused note-taking
- Links to A Level specifications are highlighted
- New issues now include an extension version of each case study to help with differentiation and progression

If you would like to subscribe to **Geofile**, please speak to your local Educational Consultant or email schools.orders.uk@oup.com.



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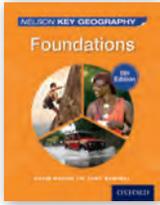
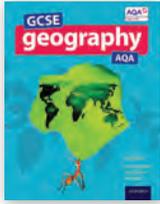
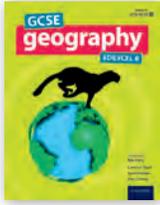
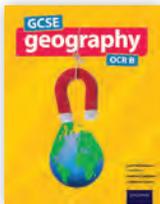
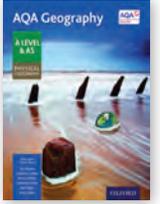
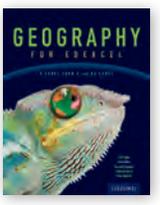
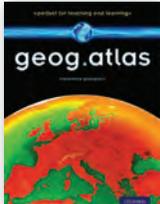
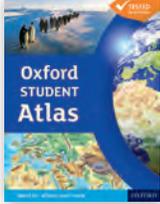
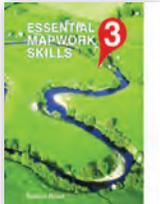


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The Oxford Geography range

For our full range of resources, please visit www.oxfordsecondary.co.uk/geography

To evaluate any of these titles, please contact schools.orders.uk@oup.com

	KS3	GCSE (2016)	AS and A Level (2016)
Core resources	 <p>geog.123 4th edition</p>  <p>Nelson Key Geography</p> <div style="background-color: #0056b3; color: white; padding: 5px; text-align: center; margin-top: 10px;"> Ideal preparation for GCSE Geography </div>	 <p>GCSE Geography AQA</p>  <p>GCSE Geography Edexcel B</p>  <p>GCSE Geography OCR B</p>	 <p>AQA Geography A Level and AS</p> <p>The Physical Geography Student Book for this course has been approved by AQA.</p>  <p>Geography for Edexcel A Level and AS</p>
Case studies			
Atlases and skills	 <p>geog.atlas</p>  <p>Oxford School Atlas</p>  <p>Basic Mapwork Skills</p>	 <p>Oxford Student Atlas</p>  <p>Essential Mapwork Skills</p>	
Digital resources			