UNIVERSITY FOUNDATION PROGRAMME

GEOGRAPHY SPECIFICATION

PREPARING STUDENTS FOR UNIVERSITY SUCCESS

FOR TEACHING FROM 2019

CATS UNIVERSITY FOUNDATION PROGRAMME

CATS UFP is a Level 3 course, designed to help international students to move successfully from high school to a UK University. It does this by using a variety of assessment methods that are common in UK Universities, such as portfolios, presentations academic posters, and examinations combined with content specifically designed to build on prior learning from courses around the world. While English for Academic purposes is an essential part of CATS UFP, and all students will take an English course, assessment design within each module focuses on subject knowledge and skills, rather than the ability to cope with English as a second language.

CATS UFP is delivered over nine months (sometimes six, for students on specific visas, used to a rigorous style of study and excellent English), within a pastorally supportive and culturally stimulating context that enables students' learning to prosper. It does this by providing a variety of routes to the qualification, taught by expert staff and with time to develop English and learn about British culture. CATS UFP is only available to centres with excellent pastoral care. Centres provide a stimulating intellectual and cultural environment with small classes. Thus enabling the best learning to happen. With CATS UFP, all learning happens with teachers who are expert in creating a positive learning environment for students from a wide range of countries.

CATS UFP has a successful record of accomplishment and is highly respected by UK universities. With this qualification, students with 12 years of schooling from their own country can make the progression that they want, to a wide range of UK universities, including those ranked most highly for both research and teaching. CATS UFP has strong advocates in its alumni, who display what a CATS UFP qualification can give them. Graduates report that they feel very well prepared for university study; often, better prepared than students from other Level 3 programmes. Universities have confirmed this, through testimonials and through extensive consultation with university based External Examiners it has gained excellent credibility with UK universities.

INTRODUCTION
Why Choose Geography UFP?

Dynamic and engaging content:

CATS College has a long history and proven track record of providing high quality, successful Geography UFP qualifications that we have continued to improve through teacher and student feedback, working closely with universities and constant review of contemporary global issues. By taking a holistic approach to the subject, we demonstrate the interrelated nature of both human and physical geography, how these different topics interact but are also very dynamic and current, not only to Britain but also to many other parts of the world. Our content is designed to engage students through topics that are relevant to their lives today and into the future.

Real life skills:
Students will develop the knowledge and skills needed to understand theories, analyse data, think critically about issues and make informed decisions – all skills that are needed for further study and employment.

Assessment success:
Geography UFP involves a blended learning approach to assessing students that enables them to access content and demonstrate a wide range of skills and abilities. There are two methods of assessment- coursework and examination papers.

- Our coursework requires a variety of skills, working as a group to collect data, individual reflection and analysis and professional document creation. Topics are contemporary and engaging to support students in developing key skills required for future University studies.

- Our examination papers use a variety of assessment styles including multiple choice, short answer, data response, essay and case studies so that students feel more confident and engage with the questions. Real life case studies will be used wherever possible to make it easier for students to relate to and apply their knowledge and skills developed throughout the course.

AIMS OF THE COURSE

The UFP course also follows *UK government recommendations to encourage students to:

- Develop an enthusiasm for studying geography
- Develop an understanding of contemporary Geography issues, how they relate to everyday lives and impact upon our futures and decision making.
- Gain knowledge of the how and why political decisions are made.
- Study how both the physical and human environment is changing and understand the causes of these changes.
- Carry out fieldwork that gives an understanding of change within either the physical or human environment.
- Understand which organisations are responsible for dealing with geographic change.
- Collect and manipulate data in a variety of forms and to interpret their results.
- Enable the student to have the confidence to influence change on either a local, regional or global level through the geographical understanding.

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KEY SKILLS

Students taking this course will be encouraged to develop into independents learners with the ability to think critically, understanding the key importance of research and presentational skills. The course covers these key skills in the following ways:

Reasoning and critical thinking:

- Use problem-solving skills to solve problems effectively in situations where more than one approach is possible.
- Select, organise and communicate relevant information in a variety of forms;
- Use mathematical techniques in a multitude of situations applicable to the real world

Independent Learning:

- Organise own learning through management of time and material;
- Work on own initiative to prioritise tasks;
- Work independently to support understanding of material;
- Carry out self-directed learning tasks.

Research Skills:

- Research an area of interest and find data suitable to analyse statistically
- Ensure all research is referenced and not plagiarised
- Use ICT to develop information literacy skills, to communicate and collaborate with others.

Presentational Skills:

- Systematic documentation of finding and analysis;
- Use of word processing and other forms for ICT for communication;
- Organise information clearly and coherently, using specialist vocabulary when appropriate

ASSUMED PRIOR KNOWLEDGE

Experience shows that students will be able to study UFP Geography successfully with no background in, or previous knowledge of, Geography. In this case, their approach to learning will be significant to be successful.

SUBJECT CONTENT

Examinable Content:

The topics stated in the table below will be assessed through the final examinations.

Content

Unit 1 **Geopolitics and Global issues**	• Understanding of what Geopolitics are and how they can influence global decision making. • Understanding of the implications of policy on economies, environments and societies at various scales. • Consider the key players and the management of issues now and in the future
Unit 2 **Natural systems**	• Understanding of how the processes of the Earth's natural systems, Cryosphere, Atmosphere, Biosphere, Hydrosphere and lithosphere interrelate and create life. • Understanding of how people can change Earth's Natural Systems. • Assess the reasons why human changes to Earth's Natural Systems create increased flood risk. • Assess the reasons why human changes to Earth's Natural Systems create increase global temperatures.
Unit 3 **Contrasting and Changing Places**	• Understanding perceptions of place. • Understanding of inequalities within and between places. • Assess the causes and implications of changes in places. • Study theories which explain patterns in places. • Assess the ways that places manage change and inequality. • City of London Trip
Unit 4 **Tectonic Hazards**	• Understanding of how Tectonic processes occur and the processes involved. • Understanding of how tectonic events are mitigated and the role of a countries level of development can affect vulnerability. • Assess the consequences of events as well as the hazard cycle at a variety of scales and event types

Unit 6
Portfolio of work
	• Research and write a Case study for each unit covered to show the complexities and their understanding of the issues covered.
	• One from each of the following units:
	  ○ Geopolitics and Global issues
	  ○ Natural Systems
	  ○ Contrasting and changing places
	  ○ Tectonic Hazards

ASSESSMENT OVERVIEW

Assessment Objectives

Assessment objectives* (AOs) are all designed for Level 3 Geography specifications. The Geography UFP will also place a stronger emphasis on the use of geography in an international context compared to other Level 3 qualifications. The exams and assessments will measure how well students have achieved the following AOs.

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.

AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:

- investigate geographical questions and issues
- interpret, analyse and evaluate data and evidence
- construct arguments and draw conclusions

AO4: Communication both verbal and written to be clear and effectively structured. A range of theory, research and relevant material should be used. Work should include appropriate vocabulary, subject terminology and references. Proper academic conventions should be used where appropriate

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ASSESSMENT OBJECTIVES	Examinations	Coursework and presentation	Portfolio	Total
COURSE WEIGHTING	**50%**	**30%**	**20%**	
AO1	35%	10%	40%	**40%**
AO2	40%	45%	50%	**40%**
AO3	25%	35%		**20%**
AO4		10%	10%	**10%**

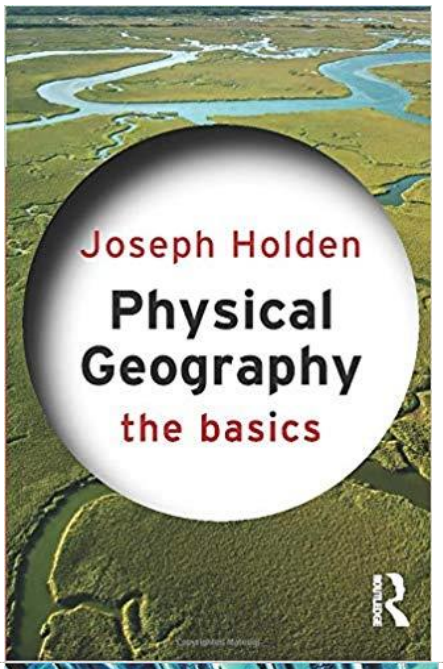
ASSESSMENT STRUCTURE

Geography UFP is to be delivered within 1 academic year at CATS College, full time. Students (September start only) will be assessed via:

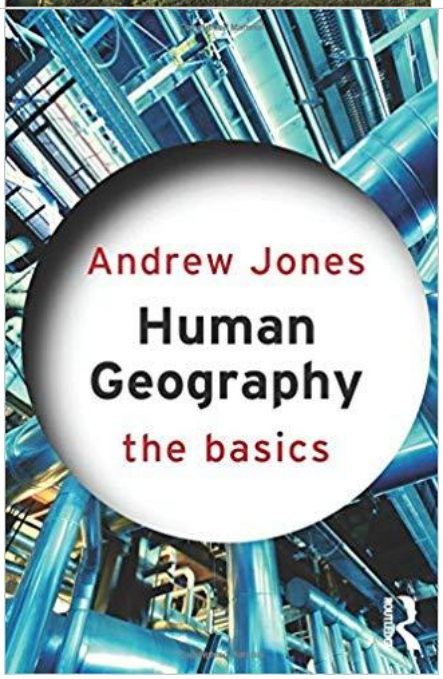
- 30% coursework and verbal presentation
- 20% portfolios (ten individually researched case studies – each worth 2% of final grade)
- 50% examination (paper 1 and paper 2).

Coursework	**30%**	• Group research and data collection based on fieldwork • Investigation based on fieldwork, 60 marks (20%) • Presentation of coursework (10%)
Portfolio	**20%**	• 12 individually researched Case Studies, three from each of the four units (12) Students can select the best 10. Each worth 2% of final mark
Paper 1 **(Physical Geography)**	**25%**	• 2 hour exam, units 2 and 4 (90 marks) • Section 1 contains short questions: definitions (2 to 4 marks) Section 2 has theory questions (5 to 7 marks), Section 3 has essay questions (8 to 12 marks)
Paper 2 **(Human Geography)**	**25%**	• 2 hour exam, units 1 and 3 (90 marks) • Section 1 contains short questions; • definitions (2 to 4 marks) Section 2 has theory questions (5 to 7 marks) Section 3 has essay questions (8 to 12 marks)

SUGGESTED READING



- Physical Geography - The Basics
- Joseph Holden
- Routledge; 2011



- Human Geography - The Basics
- Andrew Jones
- Routledge; 2012

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APPENDIX A: SYLLABUS DETAILS

The Geography UFP syllabus has four units; two human geography and two physical geography, this will enable the students to have a good overview of the context of geography and also to enable the higher ability students to understand how all geographic topics are interconnected. Although it does not matter which unit is taught first, Units one and units two must be completed by the mock examinations in January as these are the basis for the paper.

UNIT 1: GEOPOLITICS AND GLOBAL ISSUES:

The aim of this unit is to give the students both a good overview of how the human world is complexly interconnected but in an unequal way and also provide depth of detail with studies of many of the key players within the global process:

SKILL	DETAILED CONTENT
	Geopolitical Ideas
Understand	Geopolitical ideas
Analyse	Roles of the superpowers and other nations and their influence on the management of these issues
Evaluate	Social, economic and environmental impacts of these issues at a variety of scales
	Globalisation
Understand	Key processes
	Key players – roles and influences
Analyse	Winners and losers
Evaluate	Consequences of the social, economic and environmental impacts of globalisation
	Conflict
Analyse	Examples of conflict over resources
Evaluate	Management of conflict and international cooperation
Analyse	Global examples of inequality and human rights infringement
Evaluate	Role of the UN and other international organisations in management of these issues
Assess	Changes in geopolitical balance of power and development of globalisation and resistance to it and potential consequences

Unit 2: Natural systems:

The aim of this unit is to understand the interrelationship between the Earth's Natural systems and the part they play in the Water and Carbon cycles. Students will contemplate the extent and importance of the cycles at a variety of scales, relevance to broader geography and their significance for human populations. Students will consider important supplies of water and carbon at or near the Earth's crust and the dynamic cyclic relationships associated with them. The section offers the opportunity to exercise and develop geographical skills including observation, measurement and geospatial mapping skills, together with data manipulation and statistical skills.

SKILL	CONTENT
	Systems
Appreciate	Use of 'models' to simplify 'systems frameworks'
Identify, describe and explain	Features of geographical systems – stores/components; flows/connections; elements; attributes; relationships Common characteristics of systems – boundaries; outputs; flows
Understand	Isolated systems; closed systems; open systems Dynamic equilibrium – positive and negative feedback
Identify	Major subsystems – atmosphere; lithosphere; hydrosphere; biosphere
Understand	The above as a 'cascading system'
	Water
Understand	Water in three forms – solid; liquid; gas Latent heat and energy – evaporation; condensation – clouds and precipitation Distribution of water – Oceans and fresh water; limited access for humans Distribution of water – ocean ; cryospheric; terrestrial; atmospheric
Explore, describe and explain	Characteristics and nature of dynamic equilibrium between the above stores Characteristics and inputs, stores, transfers and outputs – drainage basin system – precipitation; interception store; throughfall; stemflow; infiltration; soil storage; vegetation storage; transpiration; infiltration; surface storage; evapotranspiration; overland flow/sheet flow; throughflow; percolation; groundwater store and flow; channel flow and run off

	Global water cycle
	Water balance – inputs; outputs; stores; river regime; soil moisture budget
	Human and physical factors affecting storm and flood hydrograph – rising limb; peak discharge; lag time; receding limb
Understand	Specific factors of water cycle – deforestation; soil drainage; water abstraction
	Carbon
Understand	Carbon as an element; versatility and importance – organic and inorganic compounds
	Carbon dioxide – perceived role in controlling climate
	Origins of carbon (as part of the carbon cycle)
Explore, describe and explain	Global stores of carbon -lithosphere; hydrosphere; cryosphere; biosphere and atmosphere
	Movement of transfer between the carbon stores, studied above, at a range of scales - plant; sere; continental
	Process involved in transfers - photosynthesis; respiration; decomposition; combustion; burial; compaction; carbon sequestration and weathering
Describe, explain, analyse and comment	Factors leading to change in carbon cycle - Wild fires; volcanic activity; hydrocarbon fuel extraction and land use changes
Describe, explain, analyse and draw conclusions	Nature of the impacts of carbon cycle and future changes – the land; the oceans; atmosphere; global climate
	Greenhouse effect
Understand	Positive feedback between CO2 led warming leading to higher evaporation rates and a wetter atmosphere
	Significance of water (water vapour and clouds) and carbon (CO2) as greenhouse gases
Understand and explain	Dominance of CO2 in controlling the scale of the greenhouse effect
	Lag between increased emissions of CO2 and any resulting temperature increase
	'mitigation'

Identify	The range of possible human interventions to reduce or prevent emissions - local, regional, national, global etc.
Describe and explain	Specific strategies that are employed to mitigate greenhouse gas emissions. - Carbon Capture and Sequestration (CCS); changing rural land use and improved transport practices

UNIT 3: CONTRASTING AND CHANGING PLACES:

Understanding perceptions of place.

- Understanding of inequalities within and between places.
- Assess the causes and implications of changes in places.
- Study theories which explain patterns in places.
- Assess the ways that places manage change and inequality.

The aim of this unit is to understand how people perceive places and the inequalities that exist both within and between places. Through developing this knowledge, students will gain understanding of the causes and consequences of these inequalities and the impact this has on their lives and the lives of other people in the world. Study of the content will be supported with at least two contrasting places, one to be local and one global. Study of this section offers particular opportunities to exercise and develop field work skills such as qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills.

SKILL	DETAILED CONTENT
	Place
Understand	Difference between sense of place and perception of place and discuss the range of factors that influence perception of place and sense of place
Detail	Range of human and physical factors which contribute to the characteristics of place.
Identify	Methods of describing and analysing places and their characteristics
Understand	Places are dynamic and contain inequalities
Discuss and explain	How places are shaped by factors such as migration, local and national government policy, employment opportunities and investment
Explain	How different places have responded to these changes in different ways
Describe and explain	Impacts of the decisions of TNCs or the impacts of international or global institutions on places
Explain	How past and present methods of management impact on social and economic characteristics of a place
Analyse	How future management strategies and their impact on inequality within and between places
	Using data
Collect	Quantitative and qualitative data
Evaluate	Usefulness of a range of quantitative and qualitative resources

UNIT 4: TECTONIC HAZARDS:

The aim of this unit is to understand how tectonic processes cause the development of tectonic hazards. The content invites students to consider the impacts of events and links to vulnerability and mitigation strategies that are appropriate to different populations.

The section offers the opportunity to exercise and develop observable skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills:

SKILL	DETAILED CONTENT
Understand	Tectonic plates move due to complex processes and the existence of Pangea and the theory behind plate movement. Impacts of these hazards and be able to categorise into primary and secondary hazards as well as considering the impacts of events
Assess	Vulnerability and what turns a tectonic event into a disaster using the UN classification
Assess	Deaths Vs Financial loss
Compare	Events in terms of physical and human characteristics to determine which event was the worse in emerging and developed countries
Explain	How these events are categorized using VEI scale and Magnitude scale
Analyse	Impacts of events and mitigation
Explain	Level of development and how it can be addressed by the use of appropriate technology
Understand	How prediction/monitoring/warning systems/engineering responses can affect the outcome

APPENDIX B: COURSEWORK AND ASSESSMENT DETAILS

The aim of the fieldwork is to give the students a 'hands on' practical experience of collecting primary data which they can then summarise into a document and which gives them the opportunity to show their ability to understand theory, process data and present professionally. There is an opportunity to undertake either human or physical geography fieldwork; the human geography fieldwork usually focuses on the Burgess Model, a land use model of an urban area that seeks to understand why buildings and infrastructure are located where they are and why they may change. The physical geography fieldwork usually focuses on the Bradshaw Model, a model that seeks to understand the characteristics of a river channel, why the river may change over time and distance. Whichever fieldwork is undertaken, the experience is vital in enabling the students to undertake their own work in collaboration with other students.