

Geography



Subject		Geography			
Exam Board		AQA			
Head of Department		Ms Briody			
Assessment					
Paper 1: Physical Geography		Paper 2: Human Geography		NEA (non-examination assessment)	
40%	Written Exam - 2 hours 30 minutes	40%	Written Exam - 2 hours 30 minutes	20%	Independent investigation - coursework
Welcome to Geography! This transition pack will provide you with a brief outline of the course structure and a reading list of sources and videos. You may wish to use these sources before and throughout the course to improve your wider understanding. This pack also contains some interesting and engaging activities to get you ready for the first few weeks of the course. Please submit your work by the set due dates to sixthform@sta.islington.sch.uk for the attention of Ms Briody.					
Curriculum Map (Term 1)					
September - October 2020			November - December 2020		
Physical Geography: - The Water Cycle Human Geography: - Urbanisation and urban forms			Physical Geography: - The Carbon Cycle Human Geography: - Social and economic issues associated with urbanisation		
Subject Specific Reading List:		Pre-reading material (see section B below) National Geographic and Geography Review Magazine <i>Prisoners of Geography</i> – Tim Marshall			
Useful Websites:		www.tutor2u.net www.senecalearning.com https://www.alevelgeography.com/ https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/			

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Introduction - Bridging the GCSE to A Level Geography Gap

There are a number of things you can do to prepare:

1. Developing as a geographer – through general reading/watching videos/listening to podcasts etc. will help to develop your geographical knowledge and understanding.
2. Become a News Buff - Watch the news- BBC news on tv or get on the BBC news app! Other websites such as the Guardian, The Independent, The Times. Create a 'Geography in the News' diary of all things that are relevant to what you are studying. We will no doubt be making refer to many of these current events and issues in lessons!
3. Preparing for the A Level Course - Starting to explore the topics and their foundations in which they will be studied in the A Level Course – work will be provided to help you do this but you can also do you own research and read around the topics to gain a deeper understanding.
4. Resources – Make sure you are organised and file your notes, handouts, exam question etc. away in your folder. If you do work on a laptop make sure you print out your work regularly and back up work in onedrive/googledrive.

To be a great geographer, you will need to develop the ability to think synoptically, being able to see the greater overview and how everything we study in geography links together. Geography is not just about the studying people and landscapes, it is also the relationships that exists between people and their environment.

How can I develop as a Geographer before September?

Below are some links to resources you can access to help develop your geographical knowledge and understanding.

PODCASTS:

- **Costing the Earth-** There are some great podcasts here to pick from on a wide variety of geographical issues. <https://www.bbc.co.uk/programmes/b006r4wn/episodes/player> (many topics including climate change, carbon, urban greening, deforestation, alternative powers, plastics (etc)
- **Royal Geographical Society** – 'Ask the Geographer podcasts' - <https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/> a fantastic set of podcasts to keep A Level studies up to date with the latest geographical research - pick out some that interest you.
- **Links to general podcasts** - <https://eternalexploration.wordpress.com/2016/01/04/top-10-podcasts-for-geography-students/> - this has a number of different links to geography podcast, specifically targeted to Geography students.

TED Talks:

Megacities	Urban Regeneration	Idolising China	Urban spaces	Global problems
Qatar: A country with no water	How food shapes our cities	10 Billion	Which country does the most good for the world?	The future of our coastal systems

Course Structure

At A Level, we follow the AQA specification. You will sit two exams; one physical exam and one human exam, and one non-examined assessment- essentially a 3000-4000 word piece of coursework.

The units studied are as follows:

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?"

Component 1: Physical Geography (40%)

Section A: Water and carbon cycles (36 marks)

Section B: Coastal systems and landscapes (36 marks)

Section C: Hazards (48 marks)

Component 2: Human Geography (40%)

Section A: Global systems and global governance (36 marks)

Section B: Changing places (36 marks)

Section C: Contemporary urban environments (48 marks)

Component 3: Geography Fieldwork Investigation (20%)

This is an independent enquiry meaning that it is driven by YOU.

The investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content (physical or human). You will then need to come up with methods to test your hypotheses, you will collect your own data and then present, analyse, conclude and evaluate your investigation.

The deadline for this will be in February Half Term of Year 13.

I strongly recommend students start considering what area of the specification they are most interested in carrying out their investigation on and create possible enquiry questions. This preparation will allow students to gain a head start in the completion of their NEA.

Please note that the word counts given for each assignment is a guideline of what is expected. It indicates the minimum we want to see completed but feel free to write beyond the word count in any task you wish.

Deadline:
29th May 2020

Section A: Online Courses (externally provided)

These courses are offered by different universities for free as an introduction to subject areas or a fantastic way to upgrade your subject knowledge. Some will show you what it is like to study at degree level, while others will show you the breadth of choices on offer within the realm of Geography and beyond. This is an excellent way to increase your understanding with cutting edge resources and constantly updated case studies.

Here is a list of some free online university courses (right click to open the hyperlink):

Course Provider	Courses
FutureLearn	Invisible Worlds Tipping Points: Climate Change and Society Emergency Planning and Preparedness Social Innovation in Rural Areas Future Food
The Open University	Can renewable energy power the world? Changing cities Unclear about nuclear? The Frozen Planet Future energy-demand and supply Earthquakes Eating for the Environment Living in a globalised world Smart cities

Your task is to register onto ONE of the courses listed above but do your research first by reading the course overview of each one, so you choose the one that interests you most. They do vary in terms of recommended study hours, but it is important that you choose the one that's best for you.

Once registered, follow the course instructions and complete this online course. You can download the course material and save it to view offline too. There will be quite a lot of reading involved so time will need to be dedicated for that, and there are activities to complete as you go along too. You may want to complete these activities on paper but keep all notes made, and they will be useful when completing your essay.

You must then write a 1,000 word essay (approx. two sides of A4) about your chosen online course including information on the following:

- Why you chose that particular course – what interests you in that area?
- Outlining the main areas of focus for your chosen course
- Discuss new information you have read and learned about a specific topic
- Anything else relevant to your chosen course

The deadline for this essay is 29th May 2020.

You will be able to include this qualification on your UCAS application when writing your personal statement for university.

Section B: Pre – Reading Material

Deadline:
26th June 2020

Water and Carbon:

- Physics and Maths Tutor- <https://www.physicsandmathstutor.com/geography-revision/a-level-aqa/water-and-carboncycles/> - some good links to other reading for the subject.
- Royal Geographical Society - An introduction to the [Water and Carbon Cycles](#)
- An introduction into the [Carbon Cycle](#) - a good geofact which introduces you to the carbon cycle.
- Documentaries on Climate change:
<https://www.bbc.co.uk/iplayer/episode/m0009drg/panorama-climate-change-what-can-we-do>
<https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-fact>
- [News Articles](#) on Climate Change

Coasts:

- [Geofile](#) on Sediment Cells, Waves Types and Tides – a good introduction to understanding what the coastal system is made up of.
- [Geofile](#) on different Coastal processes – aids understanding the different processes that create different landforms.
- [Mass Movement](#) – a good link to different types of mass movement.
- [Geofile](#) on Coastal Management – good comparison between different types of management strategies.
- [Geofile](#) on Holderness Coast – focuses on a case study of a shore line management plan.

Hazards:

- Physics and Maths Tutor – good site to access [links](#) to reading for the subject.
- [Geofile](#) on Hazard Hotspots and Response – an A Level concept new to you on different ways to respond to Hazards
- [The Geological Society](#) – plate tectonic videos and reading material.

Global Governance:

- A [RGS](#) summary of Global Governance – A good overview of the course
- [Antarctica](#) Case Study – a good resource to aid understanding

Changing Places:

- Physics and Maths Tutor- [Changing Places](#) – A really good overview of what the course is about and some of the information to help get you started.
- [RGS](#) summary of Changing Places – A good overview of the course
- Interesting [article](#) by Doreen Massey - A human geography looking at The Sense of Place
- 'Changing Spaces, Making Places' – a [powerpoint](#) going through some of the content of the topic.

Contemporary Urban Environments:

- The United Nations publishes a number of useful annual [reports](#) on cities, including The World Population Prospects: 2015 Revision.
- Read the excellent [article](#) on mega and meta cities by Mark Rowe (2014) 'Growing pains' in Geographical magazine.

- GeoFile [Mumbai](#) : the growth of a megacity
- [GeoFile](#) 'A case study of village suburbanisation'
- An overview of [gentrification](#)
- See footage and discussion of [anti-gentrification protests](#) in London in September 2015.

You will need to complete FOUR of the tasks from the grid below based on the readings and research outlined under the headings above in section B.

You can choose the four tasks you wish to complete, and each one has been assigned as 500 word (approx.). The reading material and videos mentioned can be found in the hyperlinks above.

The deadline for this work is 26th June 2020.

<p>Read the GeoFile case study documents of some of the world's major cities such as Mumbai, Lagos, Shanghai and Beijing.</p> <p>Research and discuss the emergence of global cities and the growth of urbanisation. Consider the issues (positive and negative) which arise. 500 words</p> <p>(Contemporary Urban Environments)</p>	<p>Watch the documentary Climate Change – The Facts. Write a response detailing the main points of the documentary and your view on climate change - causes, impacts responses etc. 500 words</p> <p>(Water and Carbon Cycles)</p>	<p>Collect a number of newspaper articles or online news screenshots highlighting current issues such as housing shortages, air pollution, congestion, crime and flooding. Think about your local urban areas and discuss the issues that people face. 500 words</p> <p>(Contemporary Urban Environments)</p>
<p>Watch one documentary on Climate Change - Create 20 questions that people could answer if they were to watch the documentary.</p> <p>(Water and Carbon Cycles)</p>	<p>Research a natural hazard which occurred within the last decade.</p> <p>Discuss the impacts and how the region/country responded to the hazard. Also consider what factors influence a country's ability to respond effectively. 500 words</p> <p>(Hazards)</p>	<p>Think about how your life is influenced (good and bad) by globalisation: culture, language, consumer goods, attitude, migration. "Globalisation has made life more enriching." To what extent do you agree with this statement? 500 words</p> <p>(Global Systems and Global Governance)</p>
<p>Read the Antarctica Case Study. Write a letter to the prime minister explaining the importance of both looking after Antarctica and using it as a Global Commons. 500 words</p> <p>(Global Governance)</p>	<p>Create a personal geography map of your own area- include photographs, personal reflections and places of importance. Write about your 'sense of place' in your local area. Consider how the 'insider' and 'outsider' perspectives might differ. 500 words</p> <p>(Changing Places)</p>	<p>In 500 words, explain what 'geography' means to you and what concepts, topics etc. interests you.</p>

Part 1: Changing Places (Human Geography)

Changing places focuses on people's engagement with places, their experience of them and the qualities they ascribe to them.

What is 'Place'?

Your home, school, local town, favourite restaurant, regular holiday destination etc.

Place is defined as **location plus meaning**. Location simply describes where a place is on a map whereas meaning is more complex. Each place has a different meaning to different people and is therefore highly personal, experiential and subjective. A **sense of place** then, refers to those meanings which are associated with a place.

Therefore, you decide what the term 'place' means to you.

Read the extract below, the work of Doreen Massey (1994) and the geographical descriptions and reflections of a street near her home: Kilburn High Road in London.

Take, for instance, a walk down Kilburn High Road, my local shopping centre. It is a pretty ordinary place, north-west of the centre of London. Under the railway bridge the newspaper stand sells papers from every county of what my neighbours, many of whom come from there, still often call the Irish Free State. The post boxes down the High Road, and many an empty space on a wall, are adorned with the letters IRA. Other available spaces are plastered this week with posters for a special meeting in remembrance: Ten Years after the Hunger Strike. At the local theatre Eamon Morrissey has a one-man show; the National Club has the Wolfe Tones on, and at the Black Lion there's Finnegans Wake. In two shops I notice this week's lottery ticket winners: in one the name is Teresa Gleeson, in the other, Chouman Hassan. Thread your way through the often almost stationary traffic diagonally across the road from the newsstand and there's a shop which as long as I can remember has displayed saris in the window, four life-sized models of Indian women, and reams of cloth. On the door a notice announces a forthcoming concert at Wembley Arena: Anand Miland presents Rekha, life, with Aamir Khan, Salman Khan, Jahi Chawla and Raveena Tandon. On another ad, for the end of the month, is written, 'All Hindus are cordially invited'. In another newsagents I chat with the man who keeps it, a Muslim unutterably depressed by events in the Gulf, silently chafing at having to sell the Sun. Overhead there is always at least one aeroplane - we seem to have on a flight-path to Heathrow and by the time they're over Kilburn you can see them clearly enough to tell the airline and wonder as you struggle with your shopping where they're coming from. Below, the reason the traffic is snarled up (another odd effect of time-space compression!) is in part because this is one of the main entrances to and escape routes from London, the road to Staples Corner and the beginning of the M1 to 'the North'.

Reflect on the extract you have read and complete the tasks below:

Task 1: Find/take a photograph of your 'place'.

On A4 paper/word document annotate the photograph to describe and explain your 'place' or write a paragraph similar to that of Doreen Massey.

Task 2: Find a photograph of a 'place' on the internet which you have never been to.

Again, on A4 paper/word document annotate the photograph to describe this place (what you see and imagine).

Task 3: Compare your feelings/emotions to the two places expressing how they differ.

The deadline for this work is September 2020.

Part 2: Coastal Systems and Landscapes (Physical Geography)

Coastal zones are dynamic environments with distinctive landscapes formed by the interaction of a range of atmospheric, marine and terrestrial processes. Coastal environments are important to the human race. About half of the world's population live on coastal plains with over 50% of the population living within 150km of the sea.

Activity: Research answers to the following questions:

1. Arrange the coastal zones (nearshore, backshore, offshore, foreshore) in order from furthest from the shore to closest.
2. Decide which coastal zone is being described by each statement in the list below:
 - i) This zone is entirely landward of the high-water mark under normal conditions.
 - ii) This zone covers all areas below the low-water mark where waves still impact on the underlying land.
 - iii) Changes take place in this zone only during storms.
 - iv) Sediment deposition is the only activity in this zone.
 - v) Under normal conditions, this is the most important zone for marine processes.
 - vi) This zone covers all areas where waves no longer impact on the underlying seabed.
3. Coastlines are dynamic. What does this mean?

4. Is the coastal system open or closed? Briefly explain your choice.

5. The system can be thought of as consisting of inputs, processes and outputs. Decide which best describes each item in the list below:

- i) Depositional coastal landforms.
- ii) Land-derived sediment.
- iii) Erosional coastal landforms.
- iv) Wind transport.
- v) Lost wave energy.
- vi) Sediment accumulations beyond the tidal limit.
- vii) Energy from waves/wind/tides/currents.
- viii) Longshore drift.

6. How is the size and strength of a wave determined?

7. There are two types of wave: constructive and destructive. Allocate each of the phrases in the table below to one of the wave types to help highlight their differences:

strong swash	Weak swash	removes material from the beach
builds up the beach	break about 6-8 times per minute	about 1 metre high
strong backwash	5-6 metres high	break frequently, 10-14 per minute
more energy	Weak backwash	less energy

8. Define the following processes of coastal erosion:

Hydraulic action

Abrasion

Attrition

Corrosion

9. In at least 200 words discuss the links that you believe exist between all three units you will study for the physical component (water and carbon cycles, coastal landscapes and systems, and hazards).

HINT: climate change!