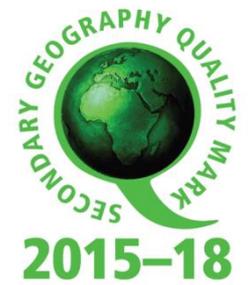




Post-16 Geography Handbook



The planet's most dynamic subject....



What is this handbook for?

To help students expecting to take A-Level geography to be prepared for the start of the course

To provide support material for students to use during their A-Level course

Which exam board do we follow?

AQA A-Level Geography (7037)

<http://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

How much time do I need to spend on independent study?

1 hour for every hour spent in class.

What is the actual course content?

We study the following **topics in Year 12** - Glacial systems and landscapes, Hazards, Changing places, Contemporary urban environments

We study the following **topics in year 13**-- Water and carbon cycles, Global systems and global governance and Geography fieldwork investigation (coursework worth 20%)

What support materials are there for students?

All students are given A-Level textbooks (one human and one physical)

Human- AQA Geography A Level & AS Human Geography, Oxford University Press ISBN-9780198366546

Physical- AQA Geography A Level & AS Physical Geography, Oxford University Press ISBN-9780198366515

Revision guides are offered for students to purchase from the CGP website-

https://www.cgpbooks.co.uk/Student/books_a_level_geography

Title- New A-Level Geography: AQA Year 1 & 2 Complete Revision & Practice (GAR72)

What could this subject lead to in the future?

Geography is a modern, dynamic subject that gives students a range of transferrable skills that can be applied to a wide range of higher education course and occupations.

Examples of Geography- specific occupations include-

Field worker/ researcher

Travel writer

Biodiversity officer

Climate change analyst

Cartographer

Geographical Informations Systems (GIS) specialist

Crime intelligence analyst

Aid worker

Project manager

Town planner

Eco-tourism advisor

Tourism officer

Conservation officer

Weather presenter

Disaster manager

Environmental management consultant

What do past AS students say about the course? What advice would they give me?

‘A really interesting and current course’

‘It’s well taught and lessons are interesting’

‘Make sure you are spending at least one hour of independent work for each lesson you have in school. This helps you to keep up with your learning.’

‘Help each other out by sharing resources, planning essays together etc’



How can I get myself ready to start the course in September?

Use the reading list to research the AS topics prior to September, especially the weblinks.

Complete the summer task- a project to document the geographical news stories of the summer

Read geographical articles in the news

Purchase/ borrow books on the reading list and study the information on the topics we study

Go over the GCSE topics ‘Ice on the Land’ and ‘Restless Earth’, using a GCSE revision guide or www.s-cool.co.uk

How is the course assessed?

	Unit	Title	Weighting	Topics
A-Level	Component 1	Physical geography	40%	Glacial systems and landscapes, Hazards, Water and carbon cycles
	Component 2	Human geography	40%	Changing places, Global systems and global governance, Contemporary urban environments
	Component 3	Geographical investigation	20%	Geography fieldwork investigation and geographical skills

	Unit	Title	Weighting	Topics
AS-Level	Component 1	Physical geography and people and the environment	50%	Glacial systems and landscapes Hazards
	Component 2	Human geography and geography fieldwork investigation	50%	Changing places Geography fieldwork investigation and geographical skills

Year 12 Topic Checklists

Hazards

	What do I need to know....			
The concept of a Hazard	Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological)			
	Hazard perception and its economic and cultural determinants			
	Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development.			
	The Park model of human response to hazards			
	The Hazard Management Cycle.			
Plate Tectonics	Earth structure and internal energy sources.			
	Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading.			
	Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and volcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes.			
	Magma plumes and their relationship to plate movement.			
Volcanic Hazards	The nature of volcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra			
	Spatial distribution, magnitude, frequency, regularity and predictability of hazard events.			
	Impacts: primary/secondary, environmental, social, economic, political.			
	Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.			
	Impacts and human responses as evidenced by a recent volcanic event.			
Seismic Hazards	The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides.			
	Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events.			
	Impacts: primary/secondary; environmental, social, economic, political.			
	Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.			
	Impacts and human responses as evidenced by a recent seismic event.			

Storm Hazards	The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides.			
	Spatial distribution, magnitude, frequency, regularity, predictability of hazard events.			
	Impacts: primary/secondary, environmental, social, economic, political.			
	Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.			
	Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.			
Fires in Nature	Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency.			
	Impacts: primary/secondary, environmental, social, economic, political.			
	Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.			
	Impact and human responses as evidenced by a recent wild fire event.			
	Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.			
	Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.			

Glacial Systems and Landscapes

What do I need to know....			
The global distribution of cold environments.			
Physical characteristics of cold environments. Climate, soils and vegetation (and their interaction).			
The global distribution of past and present cold environments (polar, alpine, glacial and periglacial) and of areas affected by the Pleistocene glaciations.			
Glacial systems including glacial budgets.			
Ablation and accumulation – historical patterns of ice advance and retreat.			
Warm and cold based glaciers: characteristics and development.			
Geomorphological processes – weathering: frost action, nivation; ice movement: internal deformation, rotational, compressional, extensional and basal sliding; erosion: plucking, abrasion; transportation and deposition.			
Fluvioglacial processes: meltwater, erosion transportation and deposition.			
Periglacial features and processes: permafrost, active layer and mass movement.			
Origin and development of glaciated landscapes.			
Erosional and depositional landforms: corries, arêtes, glacial troughs, hanging valleys, truncated spurs, roches moutonnées. Characteristic glaciated landscapes.			
Origin and development of landforms and landscapes of glacial deposition: drumlins, erratics, moraines, till plains. Characteristic glaciated landscapes.			
Fluvioglacial landforms of erosion and deposition: meltwater channels, kames, eskers, outwash plains. Characteristic fluvioglacial landscapes.			
Periglacial landforms: patterned ground, ice wedges, pingos, blockfields, solifluction, lobes, terracettes, thermokarst. Characteristic periglacial landscapes.			
Concept of environmental fragility			
Human impacts on fragile cold environments over time and at a variety of scales. Recent and prospective impact of climate change.			
Management of cold environments at present and in alternative possible futures.			
Case study(ies) of glaciated environment(s) at a local scale to illustrate and analyse fundamental glacial processes, their landscape outcomes as set out above and engage with field data.			
Case study of a contrasting glaciated landscape from beyond the UK to illustrate and analyse how it presents challenges and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.			
SKILLS Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.			

Changing Places

Changing Places Student Topic Checklist				
The nature and importance of places	The concept of a place and the importance of place in human life and experience			
	Insider and outsider perspectives on place			
	Categories of place: <ul style="list-style-type: none"> Near places and far places Experienced places and media places 			
Changing places – relationships, connections, meaning and representation	Factors contributing to the character of places: <ul style="list-style-type: none"> Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics Exogenous: relationships with other places 			
	In relation to the local place within which students live or study and then at least one further contrasting place and encompassing local, regional, national, international and global scales: <ul style="list-style-type: none"> The ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place. The ways in which students' own lives and those of others are affected by continuity and change in the nature of places and out understanding of place 			
	Relationships and connections: <ul style="list-style-type: none"> The impact of relationships and connections on people and place with a particular focus on: <ul style="list-style-type: none"> Either: <ul style="list-style-type: none"> Changing demographic and cultural characteristics Or: <ul style="list-style-type: none"> Economic change and social inequalities <ul style="list-style-type: none"> How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global The characteristics and impacts of external forces operating at different scales from local to global, including either government policies or the decisions of multinational corporations or the impacts of international or global institutions. How past and present connections, with and beyond localities, shape places and embed them in regional, national, international and global scales. 			
e and qualitative skills	Meaning and representation: <p>The importance of meanings and representations attached to places by people with a particular focus of people's lived experience of place in the past and present.</p> <ul style="list-style-type: none"> How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences. How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (e.g. film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data. How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings. 			
	Students must engage with quantitative and qualitative approaches across the theme as a whole. Quantitative data, including the use of geospatial data, must be used to investigate and present place characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions. The use of different types of data should allow the development of critical perspectives on the data categories and approaches.			
Place Studies	<p>Local place study exploring the developing character of a place local to the home or study centre.</p> <p>Contrasting place study exploring the developing character of a contrasting and distant place.</p> <p>Place studies must apply the knowledge acquired through engagement with prescribed specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past and present.</p> <p>Both studies must focus equally on:</p> <ul style="list-style-type: none"> People's lived experience of place in the past and present <p>And either</p> <ul style="list-style-type: none"> Changing demographic and cultural characteristics <p>Or</p> <ul style="list-style-type: none"> Economic change and social inequalities <p>Suitable data sources could include:</p> <ul style="list-style-type: none"> Statistics, such as census data Maps Geo-located data Geospatial data, including geographic information systems (GIS) applications Photographs Text, from a varies media Audio-visual media Artistic representations Oral sources, such as interview, reminiscences, songs, etc. 			

A-Level Geography

Post-16 Induction- Summer Assignment



Your task over the summer holidays is....

To research (one or more) geographical events/ stories over the summer holidays and present it in a creative way.

What geographical events/ stories might I include?

Natural disasters

Local issues

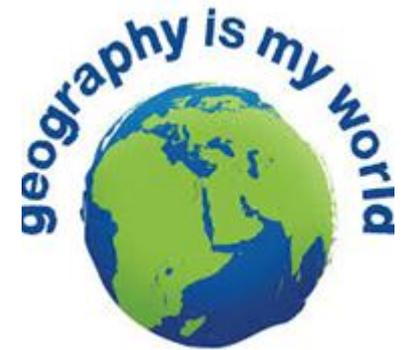
Climate change articles

Population issues

Sporting events

Conflicts/ wars

News from countries around the world



How could I present this research?

Movie (using moviemaker or similar)

Prezzi

Powerpoint

Radio programme

Powerpoint

Newspaper

...or any other creative way you can think of!

Deadline for this project is **16th September 2018**

You should spend a minimum of **5 hours** completing this task.

Command words- refer to this when planning and writing exam answers



Analyse	Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.
Annotate	Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling).
Assess	Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.
Compare	Describe the similarities and differences of at least two phenomena
Contrast	Point out the differences between at least two phenomena.
Comment on	Make a statement that arises from a factual point made – add a view, or an opinion, or an interpretation. In data/stimulus response questions, examine the stimulus material provided and then make statements about the material and its content that are relevant, appropriate and geographical, but not directly evident. Candidates are being invited to ‘think like a geographer’.
Critically	Often occurs before ‘Assess’ or ‘Evaluate’ and invites an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.
Define..., What is meant by..	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
Describe	Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).
Discuss	Set out both sides of an argument (for and against), and come to a conclusion. There should be some evidence of balance, though not necessarily of equal weighting.
Evaluate	Consider several options or arguments and come to a conclusion about their importance/success/worth.

Examine	Consider carefully and provide a detailed account of the indicated topic.
Explain... Why... Suggest reasons for...	Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.
Justify (at AS)	Give reasons for the validity of a view or idea or why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions.
Outline... Summarise...	Provide a brief account of relevant information.
To what extent ...	Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.

Specification Key words

<u>Key Word</u>	<u>Meaning</u>
Appropriate	Whether actions or solutions are fit for purpose and realistic.
Benefits	The advantages/positive impacts of something (social, economic, environmental).
Causes	The reasons for the form/character of a phenomenon – for example, why a process occurs or why a phenomenon displays its characteristic features.
Challenges	Difficult, large-scale problems that require solutions.
Characteristics	The key features of a phenomenon.
Concerns	Aspects of an issue or problem that are worrying to people.
Conflicts	Issues over which two or more groups of people disagree.
Consequences	The results of an action, change or process; they can be positive or negative.
Costs	The disadvantages/negative impacts of an action, change or process (social, economic, environmental).
Contrasting	Where two (or more) examples are different from each other in one or more significant ways. This is often seen as referring to different levels of economic development but it could refer to other differences that are relevant to the question.
Distribution	The geographical locations of specified phenomenon/phenomena, most often shown on a map. It may or may not present as a pattern.
Economic	Connected with the economy and therefore often to do with employment, industry and welfare, and measurable in money terms.
Effects	The results/outcomes of an event, action or process.
Environmental	Connected with the environment – water, air and land, and the organisms which occupy it (including humans) and natural resources obtainable from it.
Factors	The underlying causes of a phenomenon or problem or issue and the elements which influence it.
Impacts	The results/outcomes of events, actions or processes on people and the environment. They can be positive or negative.
Implications	What happens or might happen as a results/consequence of events, actions or processes.
Interrelationships	Links between two or more phenomena, such that changing one leads to changes in the other(s).
Issues	Matters which cause concern to people and about which there may be differing views and may therefore be a source of conflict.
Lifestyle	The way in which people live their lives on a regular basis.
Management	The design and implementation of policies and strategies to minimise or reduce impacts or problems and enhance outcomes. Management implies a degree of deliberation and planning.
Opportunities	A situation where change might occur and where it could be for the better.
Patterns	Regularities in the occurrence or distribution of phenomena. Geographically, most often shown on a map.

Political	Connected with the distribution and exercise of power, the promotion of different viewpoints and policies, the resolution of any such differences and the consequent decisions.
Problems	Difficulties, risks or issues that worry people and indicate a response is required.
Process	A sequence of at least two related events that causes a change to take place.
Responses	The ways in which people react to an event or possible event – some may be as an individual, some may be as groups; some are planned, some are unplanned.
Scale	The area or scope of a phenomenon or focus of study – local, regional, national, international, global.
Social	Connected with people, their quality of life, health, education, prosperity and welfare.
Strategies	An overarching view and approach which indicates methods used to manage a problem or issue.
Sustainable	That which is capable of being maintained into the foreseeable future without prejudice to its own continuation or damage to the environment.
Threats	A situation where change might occur and where it could be for the worse.
Trends	The general direction of a change – increasing, decreasing, fluctuating.
Variation	How far a phenomenon differs from the norm or the average

Reading list-

General Text Books/Articles- To be provided in September 2016

General Websites-

Student action on world poverty: www.peopleandplanet.org.uk

United Nations: www.un.org

The Environment Agency: www.environment-agency.gov.uk

The Met Office: www.metoffice.com

Search Engine: www.refdesk.com (Encyclopaedia of the Atmospheric Environment (2006) *Weather*)

Encyclopaedia of the Atmospheric Environment:
www.ace.mmu.ac.uk/eae/english.html

Oxfam: www.oxfam.org.uk

CIA: www.cia.gov/cia/publications/factbook

Internet Geography: www.geography.learnonthinternet.co.uk

Department for Environment, Food and Rural Affairs: www.defra.gov.uk

Food and Agricultural Organisation: www.fao.org/

S-Cool Revision Site: www.s-cool.co.uk/

GeoResources: www.georesources.co.uk

Revision Notes: www.revision-notes.co.uk

Barcelona Field Studies Centre: www.geographyfieldwork.com

Hodder Education: www.hoddereducation.co.uk (Geocases Series 2)

Pumpkin Interactive: www.pumpkin-interactive.co.uk/collections/geography