

A Level Geography Transition Booklet

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This pack contains information about A Level Geography and a programme of activities and resources to prepare you to start an A Level in Geography in September. Please use this during the summer term and the summer holidays to prepare for your A Level course.



Please note the compulsory summer work which starts on page 3

About the course: The specification we teach is produced by Edexcel; the code is 9GEO. A full copy of this specification and other useful information is available at:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

The course will enable you to engage critically with real world issues and places, and to apply your geographical knowledge, theory and skills to the world around you. You will grow as independent thinkers and as informed citizens, who understand the role and importance of geography as a key discipline for understanding the world's changing peoples, places and environments.

The A Level is made up of **four components**, assessed over **three exams** and an independent investigation, submitted as coursework.

- **Area of study 1** consists of Topic 1: Tectonic Processes and Hazards and Topic 2: Landscape Systems - Coastal Landscapes and Change (2B)
- **Area of study 2** consists of Topic 3: Globalisation and Topic 4: Shaping Places - Regenerating Places
- **Area of study 3** consists of Topic 5: The Water Cycle and Water Insecurity and Topic 6: The Carbon Cycle and Energy Insecurity
- **Area of study 4** consists of Topic 7: Superpowers and Topic 8: Global Development and Connections - Health, Human Rights and Intervention (8A)

There are three synoptic themes that run through all the topics. These are Players; Attitudes and actions; and Futures and uncertainties.

Exams:

- **Paper 1** is based on Physical Geography and will examine Areas of Study 1 and 3. **(2 hrs/30%)**
- **Paper 2** is based on Human Geography and will examine Areas of Study 2 and 4 **(2 hrs/30%)**
- **Paper 3 is a Synoptic Investigation** which is based on a geographical issue within a place based context that links to the three synoptic themes (see above) and is rooted in two or more of the compulsory content areas. A resource booklet provided in the examination will contain information about the geographical issue. Questions will be based on the use of this material along with knowledge and understanding from other parts of the source. **(1 hr 45 minutes/20%)**
- **Coursework/independent investigation:** A learner-defined question or issue, relating to any of the compulsory or optional content contained within the specification. The learner's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. **(20% / 3,000-4,000 words)**

Compulsory Summer Work

Task 1a: Coastal Landscapes and Change

Independent Research Find out as much as you can on the following questions:

- i. How does the geological structure of the coast influence the development of coastal landscapes? Give examples of different types of coast with varying geology.
<https://www.bgs.ac.uk/map-viewers/bgs-geology>
<https://www.youtube.com/watch?v=GQ7JVeKfK0I>

- ii. What effect will sea level rise have on coastlines?
<https://www.theguardian.com/environment/sea-level>

- iii. Why are the Maldives so at risk from coastal flooding?
<https://www.theguardian.com/commentisfree/article/2024/may/25/maldives-climate-crisis-small-islands-climate-finance>
<https://news.sky.com/story/cop26-time-is-running-out-for-the-maldives-as-not-one-but-three-existential-dangers-threaten-its-survival-12456689>

- iv. Find four images representing a range of mass movement along the coastline. Annotate them in detail and include examples of where they have occurred around the world

- v. What is the difference between eustatic and isostatic sea level change?

Building on earlier knowledge - Coasts

- I. Use GIS (Google Earth) to map of a variety of coastal landscapes in the UK and around the world
- II. Draw field sketches of contrasting coastlines
- III. Annotate images to show a range of approaches to coastal management and their environmental impact
- IV. Sketch and annotate a recurved spit to show its formation
- V. Annotate diagrams to show the different types of erosion and transportation at the coast
- VI. Draw sketches of concordant and discordant coastlines





VII. Draw and annotate the formation of a stump

Task 1b: Hazards

1. Research and create a recent (last 10 years) case studies on:
 - One volcanic eruption
 - One earthquake
 - One tsunami
2. Include what caused these hazards, and the social and economic impacts of them.
3. Find an up to date world map showing hazards that have occurred. Describe this map and give any reasons that you can for the pattern of hazards.

Task 2: Globalisation

NB: Throughout the course, countries will be referred to as Developed, Developing or Emerging.

Key information

Globalisation has begun to take a real front seat in the concepts taught at A Level geography. Economic changes are at the forefront, however changes in the environment, culture, demographics and politics of the world are also important and impact on areas at a range of scales.

Key past influences

1. Since the discovery of the Americas, world trade and economy began to take shape.
2. The colonialism of certain countries enabled the British Empire to control $\frac{1}{4}$ of the world bringing along British culture.
3. The founding of the United Nations after the First World War allowed countries to work together easily.

Continued influences and evolution of globalisation

4. Transnational Corporations (TNCs): These are large firms with HQs usually in developed countries, operate all over the world and are globally recognised (Coca Cola, Disney, Apple).
5. Internet and IT: These have allowed design and manufacturing to be faster and easier. Jobs that typically humans would have done are now done online by less people- Allowing many high-tech industries to be "footloose" and not reliant on being near by a resource or labour force.
6. Transport: Now quicker, more efficient and low cost. The arrival of the 747 in the 1960s has revolutionised trade and movement of people.

7. Growth of markets: Increase in urban living means more demand for trade, services and products.

TASK i)

Spiderman - a comic superhero, has been reimaged for an Indian audience.

1. Research and define the term 'Glocalisation'
2. Research the characteristics of this Spiderman that are Indian rather than American.
3. What is the difference between economic and cultural globalisation? What does this Spiderman represent?



Task 3: Global groupings

- Trade blocs: To trade easily between countries, certain agreements have been created. Examples are EU, NAFTA, ASEAN.
- Economic groupings: Countries are grouped together based on wealth and power. Example are NICs, OPEC and OECD.



TASK ii) Create a mini glossary, listing what the abbreviations above stand for.

TNCs and trade aims

- TNCs tend to operate where labour is cheap and regulations are lacking
- To gain government grants from countries that are attracting new business
- They operate inside local trade barriers and avoid tariffs
- They like to be near markets **Positives of TNCs**
- Raising living standards – TNCs invest in the economies of many NICs and Developing countries
- Transfer of technology – south Korean firms e.g. Samsung have learned to design products for foreign markets
- Political stability – investment by TNCs has contributed to economic growth and political stability e.g. China
- Raising environmental awareness – due to large corporate image TNCs do respond to criticism e.g. Starbucks have their sustainability campaign

Negatives of TNCs

- Tax avoidance – many avoid paying full taxed in countries they operate in through concessions, e.g. Starbucks and Amazon

- Limited linkages – FDI does not always help developing nations economies
- Growing global wealth divide – selective investment in certain global areas is creating a widening divide e.g. Southeast Asia vs. sub-Saharan Africa
- Environmental disaster and destruction – example of Bhopal, India disaster in 1984

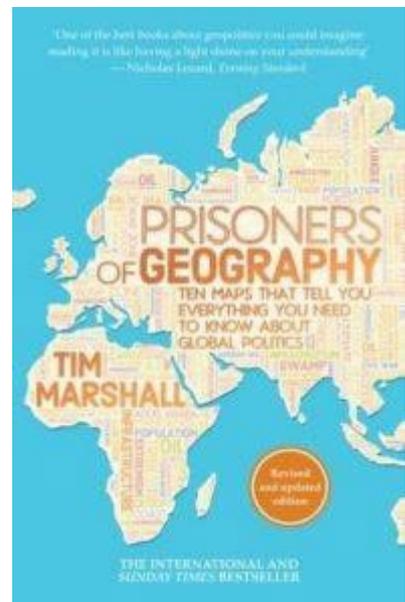
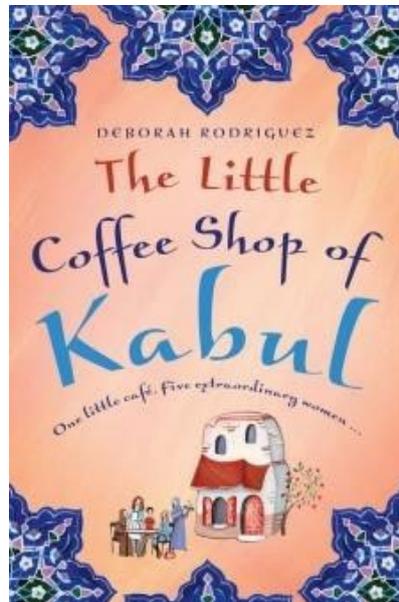
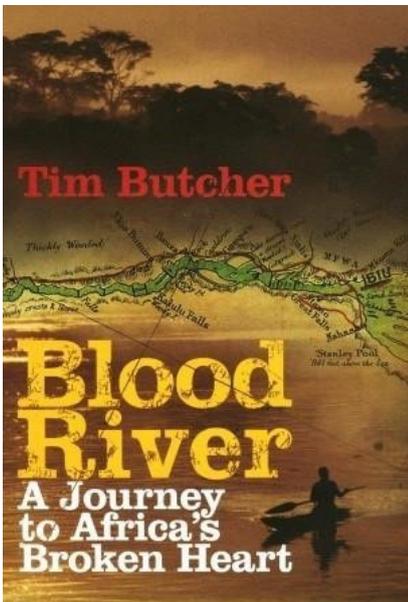
TASK iii) Annotate a photo of either your family car or your living room with the various places where the parts/features were manufactured (after researching them).

TASK iv) Choose an example of a TNC. What have been the benefits that the company has brought to the countries involved? Examples could be Nike, Mattel, Disney or Tesco. Be as specific and detailed as you can.

Final Task

This task is voluntary but recommended.

Choose one book from the reading list to read and write a 300 word review of what you thought was interesting for the rest of the class. Would you recommend the book to others and why?



Reading List

Below are the links to the Geography A Level textbooks. We will direct you in the taster lesson as to which are best to buy.

Publisher	Link
Oxford University Press	https://global.oup.com/education/product/9780198366454/?region=uk – Year 1 https://global.oup.com/education/product/9780198366485/?region=uk - Year 2
Hodder	https://www.amazon.co.uk/Edexcel-level-Geography-Book-Third/dp/1471856542/ref=sr_1_3?adgrpid=49935393341&dchild=1&gclid=EAlaIQobChMIkvLL9p7G8AIVkPIRCh3gBQNAEAAAYASAAEgL-XvD_BwE&hvadid=259122067674&hvdev=c&hvlcphy=1006959&hvnetw=g&hvqmt=b&hvrandid=15515541797008730856&hvtargid=kwd-422849129233&hydadcr=11495_1841781&keywords=hodder+a+level+geography+edexcel&qid=1620894603&sr=8-3 – Year 1 https://www.amazon.co.uk/Edexcel-level-Geography-Book-Third/dp/1471856534/ref=bmx_3?pd_rd_w=7AO1o&pf_rd_p=6398e171-4f42-4318-a493-6aac0e34c3e5&pf_rd_r=CYS89JMTJ9HCPYXV2JBT&pd_rd_r=f421ceab-523a-46fc-a242-271e00c8944e&pd_rd_wg=WykYj&pd_rd_i=1471856534&pssc=1 – Year 2
Edexcel Pearson	https://www.amazon.co.uk/Pearson-Edexcel-Level-Geography-Fourth/dp/139831255X/ref=sr_1_9?dchild=1&keywords=pearson+a+level+geography+edexcel&qid=1620894667&sr=8-9 – Year 1 https://www.amazon.co.uk/Pearson-Edexcel-Level-Geography-Fourth/dp/1398312568/ref=sr_1_13?dchild=1&keywords=pearson+a+level+geography+edexcel&qid=1620894770&sr=8-13 – Year 2

Journals and magazines are a good way of keeping up to date. You can subscribe for a year or buy individual editions. We recommend:

- Geography Review - <http://www.philipallan.co.uk/geographyreview/index.htm>
- Geographical - <http://www.geographical.co.uk/Home/index.html>
- The Economist - <https://subscriptions.economist.com/GLB/SPLASH/ECOM/UK/?absplitsrc=/GLB/ECOM&abrand=575e5cf1c8dda&country=GB>

You need to be aware of current global events that are related to the units you will be studying; so watch/read the news each week. You can use Google Alerts or frequently check news websites:

- www.google.co.uk/alerts?hl=en
- www.bbc.co.uk
- www.theguardian.com/uk

We recommend you sign up to Guardian article round-up email alerts on geographical issues:



- **Poverty Matters (international development)** - www.theguardian.com/global-development/signup/2010/sep/14/poverty-matters-email-global-development
- **Green Light (environment)** - www.theguardian.com/environment/2015/oct/19/sign-up-to-the-green-light-email
- **Other useful websites include:** www.nationalgeographic.com/
www.geographyalltheway.com/

There are many relevant books – here is a small section. Many of these are available to access and borrow from the school library.

Al Gore (2006) An inconvenient Truth

Joe Simpson (1998) Touching the Void

Sebastian Junger (2006) The Perfect Storm

Tim Flannery - The Weather Makers

Craig Leland Childs (2002) The Desert Cries

Bill Bryson (1996) Notes from a small Island

Pearce, F. (2010) People Quake: Mass migration, Ageing nations & Coming Population Crash Eden Project

Joe Bennett (2010) Hello Dubai; Skiing Sand and Shopping in the World's Weirdest City

Tim Butcher (2008) Blood River

Jonathan Watts (2010) When a billion Chinese jump

Khaled Hosseini (2008) A Thousand Splendid Suns

John Le Carre The Constant Gardener

Andrea Levy (2009) Small Island

Moyo, D (2009) Dead Aid: Why aid is not working & how there is another way for Africa, Straus & Giroux

Marshall, T (2015) Prisoners of Geography. Elliot and Thompson

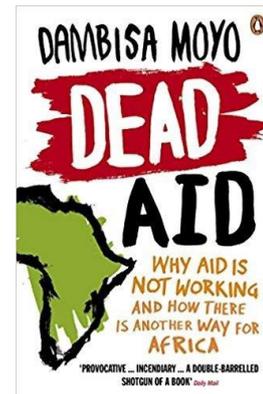
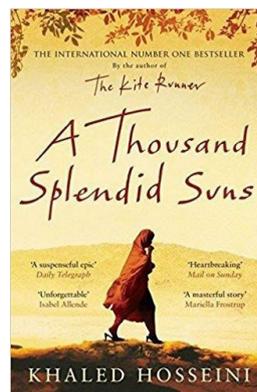
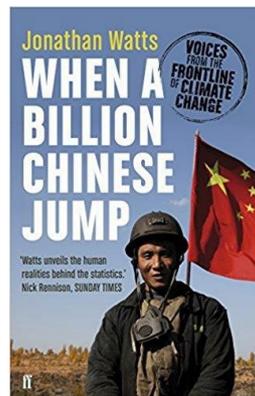
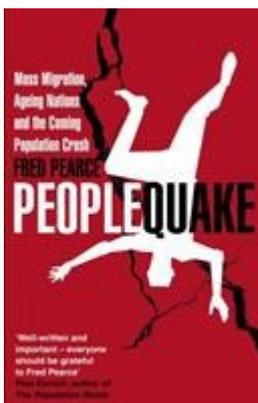
Maria Lewycka (2006) A Short History of Tractors in the Ukraine - not about tractors, very funny fiction!

Nicholas Crane (2007) Great British Journeys

Jan Zalasiewicz (2010) The Planet in a Pebble

There are many relevant films and books – a small selection:

Films - Human Geography	Films - Physical Geography
Last King of Scotland	Aftershock
Hotel Rwanda	Encounters at the end of the world
Blood Diamond	An Inconvenient Truth
Invictus	Our Choice
Good Bye Lenin!	The Impossible
The Motorcycle Diaries	Into the Wild
The Story of the Weeping Camel	Australia
In America	
Rabbit-Proof Fence	



Also see the **Geographical Association (GA)** reading list:

- <http://www.geography.org.uk/resources/studentinformation/> •
- (Scroll down to 'Reading list for post-16 students')

Expectations and Workload

We are delighted you have chosen to study Geography. You can expect well-planned and resourced lessons delivered by teachers who genuinely want to see you achieve your potential and are passionate about their subject. In return we expect you to arrive promptly and properly equipped to all lessons. You will also be expected to use your private study time in an organised and effective way to supplement and reinforce what you have learnt in class. **Simply turning up to most of the lessons will not be enough to secure your target grade.** The work you do outside of your lessons will have a very significant impact on your results. Above all else, we expect you to display **enthusiasm** and **passion** for Geography.