

Geography A Level

You will be studying **Geography A Level - Edexcel** exam board.

It is important that you familiarise yourself with the course specifications over the summer, in order that you are ready to embark on your KS5 journey from day one.

For course specification:

Geography [\(CLICK HERE\)](#)

All tasks/notes/research for this work should be written by hand on lined paper, and handed in to your teacher in the **first lesson in September**.

This is your first piece of assessed work, and is the first indicator of your suitability to manage the challenge of studying A level Geography.

Physical Geography

The first topic we will study in Physical Geography at A Level is **Tectonic Hazards**.

You will study three enquiry questions whilst exploring Tectonic Hazards:

Enquiry question 1: Why are some locations more at risk from tectonic hazards?

Enquiry question 2: Why do some tectonic hazards develop into disasters?

Enquiry question 3: How successful is the management of tectonic hazards and disasters?

Task 1: write the definition of these key words / acronyms

- Intra-plate earthquakes
- Epicentre
- Pressure and Release model
- Distribution
- Hypocentre
- Richter scale
- Lithosphere
- Primary waves (P waves)
- Mercalli scale
- Divergent margin
- Secondary waves (S waves)
- Volcanic explosivity index
- Convergent margin
- Love waves (L waves)
- The risk-poverty nexus model
- Conservative margin
- Soil liquefaction
- Reason's Swiss Cheese Model of disaster causation
- Hotspot volcanoes
- Magnitude of an earthquake
- Vulnerability (in the context of tectonic hazards)
- Mantle plumes
- Pyroclastic flow
- Resilience (in the context of tectonic hazards)
- Benioff zone
- Tephra
- Jökulhlaups
- Palaeomagnetism
- Degg's model
- Locked fault

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Task 2: case studies of tectonic events (there are 7 case studies to create)

You need to create a selection of case studies of these events.

1. Volcanic events

The Eyjafjallajokull volcano in Iceland (2010)
Hawaii lava eruption of 2018
Nyiragongo, Congo eruption, 2021

2. Earthquake events

Christchurch, New Zealand 2011
Nepal, 2015

3. Tsunami events

Japan, 2011
South east Asian, 2004

Each case study should include:

- **Location** (include a map – global, regional, local scale)
- **Date** – Month/year/time of day (if able)
- **Causes** – this will include the names of the tectonic plate boundaries and type of plate boundary movement (e.g. constructive/destructive/conservative/collision or transform/convergent/divergent).
- **Short- and long-term physical impacts:** for example the magnitude, hazards (such as avalanche, lava flows, ash clouds, pyroclastic flows, lahars, ground shaking, liquefaction, coastal flooding)
- **Short- and long-term human impacts:** economics costs (loss of business, insurance claims, government costs of rebuilding), social impacts (deaths, injury, loss of homes, disease), environmental costs (change of landscape, contaminated farmland, nuclear disaster)
- **Preparation and prediction** – what did the country already have in place to monitor and predict these events.
- **Immediate and long-term responses** – what did the country do after the event?

Task 3: exam question

Essay: Assess the relative importance of tectonic hazards in terms of them causing a disaster. (12 marks)

The essay title has the command word 'assess'. This means you need to do the following:

- Write a 2-3 line introduction to demonstrate an understanding of the essay title – briefly define any key words in the title and set out the case studies you will use to 'assess' (compare and contrast) in your argument.
- The next paragraphs should include details about your chosen case studies and how 'important' they are – make sure you are using connectives such as 'however, whereas, on the one hand, on the other hand' to demonstrate clearly that comparisons are being made.

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- Think about how you are going to compare your case studies and their 'relative importance': volcanoes vs earthquakes vs tsunamis (causes), or HIC vs LIC (level of development and preparedness), or will your argument be based around the severity of impacts?
- Finally you will need a conclusion of 2-3 lines - this is where you need to refer back to the title and make a final judgement. Do not just summarise the essay again. Which is most important/least important and why? What other factors may you need to consider to gain a better understanding of relative importance?

Structure for Assess questions (12 marks)

Introducing the answer

- Define the key geographical term, set up the argument (human/physical/SEEP/factor)

The first side of the argument

- The point X is important because...
- Changes to Y are important because....
- The evidence for this is...
- This has happened in ...
- You can see the effect of this in...

The second side of the argument

- On the other hand, there are other reasons... make the point
- Another example is...
- This means that...
- A consequence of this is...
- An impact of this is...

There may be need for a third paragraph

Conclusion (A judgement not a summary)

- The most significant factor is...
- This is because...
- Therefore Y is/are most significant because...

Remember:

For 12 marks usually allow 3 marks for A01 (knowledge) and 9 marks for A02 (application of knowledge to case studies/theories and ability to make a judgement)

Summer Bridging Work

Human Geography

The first topic we will study in Human Geography at A Level is **globalisation**.

You will study three enquiry questions whilst exploring globalisation:

Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades?

Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?

Enquiry question 3: What are the consequences of globalisation for global development and the physical environment and how should different players respond to its challenges?

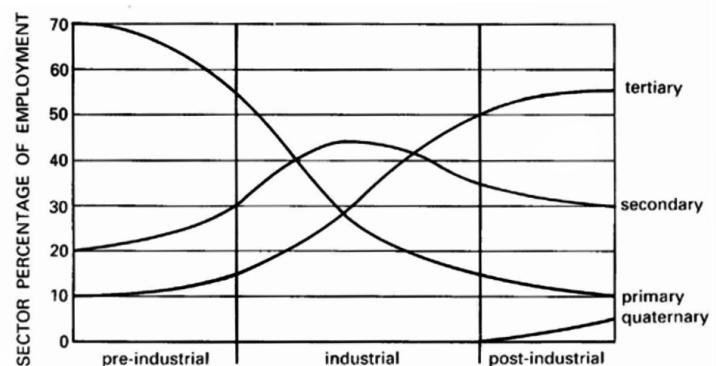
Task 1: write the definition of these key words / acronyms

- Shrinking world
- Time-space compression
- Transnational corporations
- Remittances
- Containerisation
- Foreign Direct investment
- Primary industry (with examples)
- Secondary industry (with examples)
- Tertiary industry (with examples)
- Quaternary industry (with examples)
- Trading bloc
- Tariffs
- EU
- IMF
- WTO
- NAFTA
- BRICS countries
- CARICO
- LICs/HICs (LDC or HDCs)
- NICs
- OPEC
- OECD
- Special economic zone
- Offshoring
- Outsourcing
- Global production network

Task 2: background knowledge to globalisation.

Answer these questions. This should be around 1 paragraph each, totalling 1 page.
Use the hyperlinks below to support.

1. What is globalisation?
2. What are the causes of globalisation?
3. What factors have caused globalisation to speed up?
4. What are the benefits and costs of interdependency?
(use the 3rd hyperlink)
5. What has the role of the IMF, the World Bank, and the WTO been in globalisation?
6. Using the graph (on the right) and your own research, describe the changing pattern of industry.
7. What have caused the changes you described above in question 4?



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Core resources:

<https://pmt.physicsandmathstutor.com/download/Geography/A-level/Notes/Edexcel/3-Globalisation/Essential%20Notes%20-%20Globalisation%20-%20Edexcel%20Geography%20A-level.pdf>

<https://www.economicshelp.org/blog/401/trade/what-caused-globalization/>

<https://www.tutor2u.net/geography/reference/globalisation-benefits-and-costs-of-interdependency>

<http://www.cornwallheritagetrust.org/discover/industry-in-cornwall/>

<https://www.newstatesman.com/politics/welfare/2016/02/real-cornwall-county-poorer-lithuania-and-hungary>

Extra reading:

<http://www.coolgeography.co.uk/A-level/AQA/Year%2013/Development%20&%20Globalisation/Globalisation/Globalisation.htm>

<http://www.markedbyteachers.com/as-and-a-level/geography/london-docklands-decline-and-re-generation.html>

<http://www.markedbyteachers.com/as-and-a-level/geography/case-study-of-deprivation-in-a-rural-area-cornwall.html>

Task 3: EasyJet case study research

Create a case study (half a page) of EasyJet - an example of something causing the "shrinking world".

Include:

- background information about the company
- role of technology in the company
- how it has grown over time
- current impact of the company

Task 4: European Union case study research

Create a case study (half a page) of European Union (EU), as an example of a political trading bloc.

Include:

- A timeline of its creation and expansion up to 2024.
- The main principles of the EU
- How has being in the EU impacted member states and other nations across the world?
- How is the EU currently involved /being impacted by the Ukraine-Russia conflict? What is their stance?

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Task 5: Pulling ideas together, exam style questions. Answer both of these.

1. Explain how technology has contributed to the process of globalisation. (6 marks)

Key ideas could include:

- Definition of 'globalisation' as 'the process by which people, culture, finance, goods and information freely transfer around the world' or similar.
- Contribution of technology in both transport and ICT facilitates this process by speeding up the flows creating a time-space compression. Containerisation, jet and cargo transport, undersea cables as well as computers, internet, mobile devices are all significant in enhancing world trade and world connectivity.

2. Assess the extent to which the globalisation of trade can bring problems as well as benefits. (12 marks)

This is a 12 mark question and where a mark and feedback will be provided using the A Level exam marking criteria. Ideally you should be spending 12 minutes on this, 1 minute per mark, but on your first few essays you will probably end up spending about 30minutes on this. You will also receive helpful feedback from which to improve your essay technique over time.

Hints on structure and content:

Assessment Objective 1: For AO1 students need to show knowledge of what globalisation of trade is, and how it works.

Key ideas will include:

- Globalisation of trade has been developed via WTO, in which nearly all countries are members, to encourage the free trade of goods, without tariffs, quotas and restrictions, via GATT agreements.
- Countries are grouping together as members of large trading blocs to promote free trade between members, e.g. NAFTA, ASEAN, EU, etc. They remove tariffs between member states and create barriers for non-members states by placing tariffs on imports from outside the group, so protecting their own industries.
- Countries also make their own deals, e.g. EU with Afro-Caribbean countries.

Assessment Objective 2: For AO2 students must **assess the extent** to which globalisation of trade can bring problems and benefits. This can be done by looking at a cross-section of countries and regions within countries, and also players. When assessing 'the extent' it is always best for answers to include a sentence of conclusion to say how the evidence has influenced the judgement.

Key ideas will include:

- Countries in the G8 (the richest developed countries) tend to benefit overall as they have more influence via votes at the WTO and their control of WTO rules.
- Countries such as Asia's NICs also benefit from globalisation of trade as they have been able to develop manufacturing industries with enlarged market areas (e.g. China 'the workshop of the world'; India 'offshoring' of services). These countries also develop their own TNCs. (Vietnam is a good example of a winner.)

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- Within countries there are both losers and winners. Winners include world cities such as London (benefits of globalised financial laws) or Pearl River Basin in China. Losers include traditional manufacturing zones, e.g. Northeast England or the Rust Belt of the USA.
- Players can also gain benefits from lower prices and a greater range of consumer goods, but others can be exploited by the need for low costs or can lose employment from possibly unfair competition (e.g. Pakistani fisherman).
- TNCs, the architects of globalisation, are undoubtedly winners as they can move production freely to more favourable locations, e.g. US companies relocating to locations in Mexico.

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