

GEOGRAPHY INDUCTION



2019

Induction lesson Outline:

- Introduction to the course
- Class activity on volcanic hazards
- Tasks to be completed for September 2019

Introduction

In this booklet you find an outline of the course, how it will be assessed and a draft planner showing you an indication of how the course will be structured over the two years. This is subject to amendment but will give you a good idea of what will happen, when.

You will also find details of the class activity during your induction lesson and what we would like you to do over the summer. These activities will be relevant to do the work you do in Unit 1. Please use them to showcase what you are capable of. They will be collected and assessed at the beginning of the course in September.

The first unit you will be taught is on the physical Dynamic Landscapes section of the course will be on Tectonic Processes and Hazards.

In this unit three key areas will be addressed:

The locations at risk from tectonic hazards

How tectonic hazards become disasters

The management of tectonic hazards and disasters

Tasks to complete for the beginning of term in September: You will hand these to your physical Geography teacher:

Research the Bam Earthquake in 2003. You should be able to describe the earthquake event and its causes. You should also be able to describe the impact of the earthquake and why it was so catastrophic.

Research the Central California earthquake of 2003. In what ways was it similar to the Bam quake? Why were the impacts so different?

What can you conclude from this? What factors might account for the fact that the impact of similar tectonic hazards can vary so much from place to place?

Globalisation

The first Human Geography unit, as part of the Dynamic Places strand is Globalisation. Although we will not touch upon this in the induction session you are asked to complete the following tasks for September. This work should be given to your Human Geography teacher.

Free Trade Blocs

- 1) What are free trade blocs?
- 2) What examples of free trade blocs can you find?
- 3) Research the Association of Southeast Asian Nations(ASEAN) and find out:
 - a) Who is involved?
 - b) What are the advantages of this free trade bloc for its members?
 - c) How do the governments of the member countries promote this free trade bloc
 - d) What policies does this free trade bloc have?

Brexit

What are the likely impacts of the UK deciding to exit from the EU (positive or negative, ideally both)?

Will it matter what type of Brexit happens (so called hard or soft)?

What are the implications of the decision for trade with the Europe and the Rest of the World?

You should try to a dispassionate balanced, academic look at the issues here. Look at the potential pros and cons.



A level Assessment Overview

edexcel



Paper 1	Paper 2
2 hours 30% of qualification 90 marks	2 hours 30% of qualification 90 marks
Four sections Must answer all questions in Section A Tectonic Processes and Hazards, Section C The Water Cycle and Water Insecurity, Section D The Carbon Cycle and Energy Insecurity. Students answer either Question 2 Glaciated Landscapes or Question 3 in Coastal Landscapes in Section B	Four sections Must answer all questions in Section A Globalisation and Section C Superpowers. Students answer one question from Section B Regenerating Places and Diverse Places, and one question from Section D Health, Human Rights and Intervention and Migration, Identity and Sovereignty

- May include short open, open response and resource-linked questions
- Includes 10 mark and 15 mark extended writing questions

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A level Assessment Overview

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Paper 3	Coursework, Independent Investigation
1 hour and 45 minutes 20% of qualification 60 marks	Non-examined assessment 20% of the qualification 60 marks
Synoptic investigation. Resource booklet contains information about a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas. Three sections – must answer all question in Section A, B and C. 6 mark, 15 mark and 18 mark extended writing questions.	The student will produce a written report of 3000–4000 words <ul style="list-style-type: none"> • Purpose of investigation: 12 marks • Field methodologies: 10 marks • Data representation and analysis: 20 marks • Conclusion and evaluation: 18 marks • Total: 60 marks The investigation report is internally assessed and externally moderated.

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Within the booklet there are exercises to be completed over the summer. Please give the work in during your first lesson back so it will need to be printed. Thank you.