

GEOGRAPHY TRANSITION



2021

Transition lesson Outline:

- Introduction to Course
- Tasks to be completed for September 2021

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 activities we would like you to do over the summer. These activities will be relevant to the work you do in term one. Please use them to showcase what you are capable of.

They will be collected and assessed at the beginning of the course in September.

A Level Geography Assessment Overview

Paper 1 2 hours 15 mins 30% of Qualification 105 Marks	Paper 2 2 hours 15 mins 30% of Qualification 105 Marks
Four Sections 1. Tectonic Processes and Hazards* 2. Coastal Landscapes* 3. Water Cycle and Water Insecurity 4. The Carbon Cycle and Energy Insecurity	Four Sections 1. Globalisation* 2. Superpowers 3. Regenerating Places* 4. Migration, Identity and Sovereignty
Paper 3 2 hour 15 mins 20% of Qualification 70 Marks	Coursework, Independent Investigation Non-examined assessment 20% of the qualification 70 Marks
Synoptic investigation. Resource booklet contains information about geographical issues within a place based context that links to three synoptic themes and is rooted in two or more of the compulsory content areas.	The investigation report is internally assessed and externally moderated.

***Units taught in Year 12.**

Field Trip – 4 days June 2022 - Compulsory element of the course

Tectonic Processes and Hazards

The first Physical Geography unit taught is Tectonic Processes and Hazards this is part of Dynamic Landscapes.

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

Physical Geography

Task 1: 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.

Task 2: Research the Central California earthquake of 2003. In what ways was it similar to the Bam quake? Why were the impacts so different?

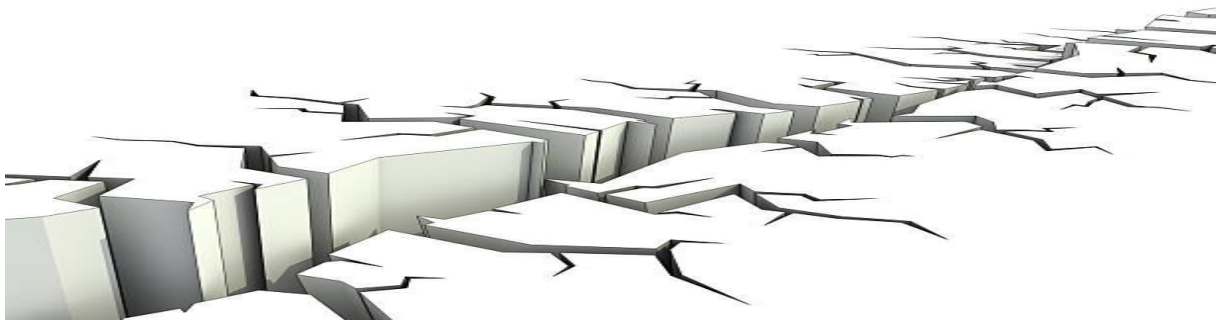
Task 3: What can you conclude from this? What factors might account for the fact that the impact of similar tectonic hazards can vary so much from place to place?

Task 4: Research a major tectonic hazard event from the last decade. It can be an eruption, an earthquake, a tsunami or any combination of these.

You should create a fact file about the event including when it occurred, where and why.

You should also include a detailed description of the event and it's short and long term impacts. Finally look at how well the area has recovered from the event.

Hand in September



Globalisation

The first Human Geography unit taught is Globalisation this is part of Dynamic Places.

In this unit three key areas will be addressed:

- What are the causes of globalisation, and why has it accelerated in recent decades?
- What are the impacts of globalisation for countries, different groups of people and cultures?
- What are the consequences of globalisation for global development, and how should different players respond to its challenges?

Human Geography

Globalisation is a process. It doesn't have a beginning or, necessary, an end. It is a process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange across borders. Growing interdependence within the global economy is the result of the movement of goods, services, capital, technology, people and ideas.

This process is assisted by governments and international organisations, built by transnational organisations, held together by transport and communication networks and underpinned by the choices and dreams of consumers (people). It is a powerful process which has led to increasing global wealth, improved quality of life. Culture has been shared through music, food, the arts and films/TV. The freedom to travel and move across the globe has also intensified.

However, the concept of globalisation isn't always seen as a positive. Some view globalisation as the destruction of the planet. Economic gain is accompanied by extreme inequalities. The drive for consumerism can threaten global environments as well as ethical concerns for cultural identities as western ideologies emerge.

Task 1: Create a table for and against globalisation – Use some of the information given in the table below and your own research into this subject.

Deregulation of financial markets has made it easier to set up and run businesses.	Global exposure of minority cultures and ideas through the internet, e.g. South Korean song Gangnam Style went global.	Rise of terrorism in Kenya and Nigeria as they are against 'western values' which include consumerism and female emancipation.
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Deindustrialisation of developed countries as TNCs move factories to low labour cost countries.	A more peaceful world. Since the rise of globalisation there have been fewer wars and conflicts.	Globalisation can make people more aware of global issues such as deforestation and climate change.
United Nations uses peacekeeping troops from many countries to restore order in countries with conflict.	Loss of minority languages and cultures.	Destruction of environments as industrialisation and urbanisation can lead to deforestation, land degradation, pollution and loss of biodiversity.
Increase in cultural diversity. In the UK there is now a mixture of nationalities, food, religions, clothes and music.	Globalisation has led to increased economic growth and the lifting of people out of poverty in many regions.	Exploitation of workers. Textile workers in developing countries work long hours in poor conditions in the sweatshops for low pay.
A better connected world with safer, cheaper and easier transport and reliable digital communication systems.	Local businesses face competition from large TNCs.	Globalisation increases awareness of events in distant parts of the world.
Global investment by TNCs has created new jobs and markets around the world.	Rise in inequality between the super-rich and the poor.	Loss of national identity and sovereignty as nations form trading blocs.
TNCs able to avoid paying corporation tax in the countries they trade in.	Economic development has brought higher incomes which can be used to invest in improving education, health care and infrastructure.	'Leakage' occurs, where profits go to the TNCs (often owned by shareholders in HICs) rather than the locals in LICs/NEEs.

Task 2: Think about your life, how are you effected by globalisation – Create lists

Task 3: The Coronavirus saw a temporary reverse of Globalisation as countries went into lock down and aeroplanes became grounded.

Create a report to show the impact the lockdown had on the natural environment. Please use a variety of sources to write this report, include graphs / data/ maps /images to support your written work. Remember to source your work.

Task 4: The coronavirus has also affected the Global economy; it is suffering as it was built on globalisation, the interconnection of nations and the practice of free movement of people and goods. Explain how the virus has had an impact on the Global Economy.

Task 5: Interconnectivity with the rest of the world is a liability (problem), rather than as an asset (strength). How far do you agree with this statement?

These websites could be used as a starting point especially article one.

<https://www.spectator.co.uk/article/will-coronavirus-push-globalisation-into-reverse>

<https://theconversation.com/will-coronavirus-be-the-turning-point-for-globalisation-134739>

<https://geographical.co.uk/nature/climate/item/3641-real-impact-climate>

<https://www.nationalgeographic.co.uk/environment-and-conservation/2020/04/carbon-emissions-are-falling-sharply-due-coronavirus-not-long>

<https://www.standard.co.uk/news/world/himalayas-india-air-pollution-clear-view-coronavirus-lockdown-a4413191.html>

<https://metro.co.uk/2020/03/21/coronavirus-uk-self-isolation-bringing-nature-back-life-12433711/>

<https://www.bbc.co.uk/news/business-52104978>

<https://www.ft.com/content/db3427f5-5394-4661-8e52-6447fd3d9ae9>

<https://www.bbc.co.uk/news/business-51706225>

Hand in September

