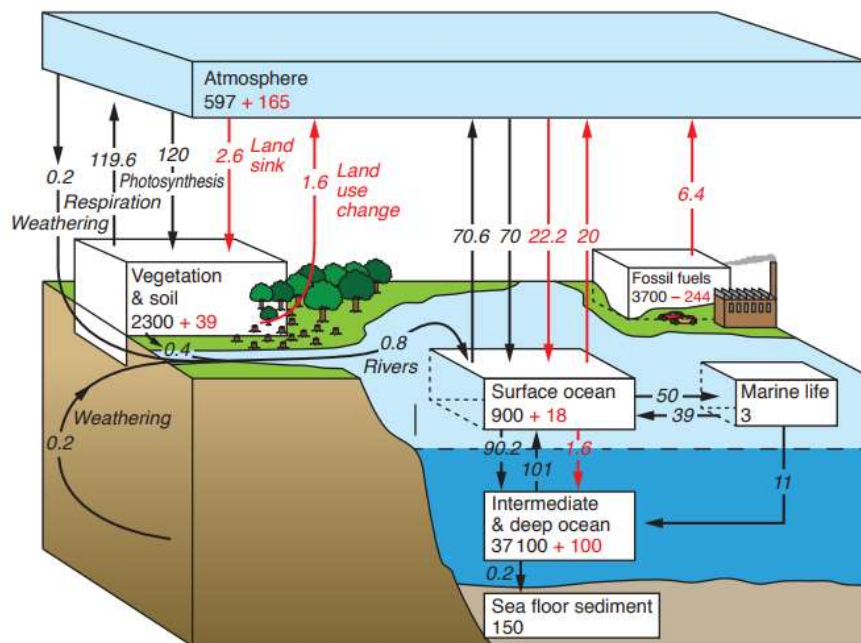




# Harington School

## A-level Geography Transition Pack

Fig. 4 – Global carbon cycle for the 1990s



**Key:**

Flows (arrows) are measured in gigatonnes of carbon per year (GtC yr<sup>-1</sup>)  
Stores (in boxes) are measured in gigatonnes of carbon (GtC)

Pre-industrial 'natural' flows are shown in black

Post-industrial flows affected by human activities are shown in red

This guide aims to provide you with:

- Basic information about the course
- Relevant information about the course including books and websites
- Suggested tasks to complete from relevant topics on the course
- Online video resources to enhance awareness of contemporary geographical issues.
- Optional reading list.

## Relevance of Geography

The circumstances which lead to you reading this transition pack are a result of geography! A-level Geography provides students with analytical skills to answer the big questions facing our planet and civilisations – we hope you are excited about learning more about our ever-changing world and debating the challenges we face. As Michael Palin (former member of Monty Python) writes:

*“Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the geographer’s skills and foresight to help us learn about our planet – how we use it and how we abuse it”*

## Areas of study

Studying Geography will prepare you well for University and the world of work as you develop many transferable skills. These include; critical thinking, data collection and presentation skills, research techniques, branding, independent project work, extended writing and statistical skills. A-level Geography students are well regarded by employers because of their breadth of skills and independence.

The word geography means “earth description”. By studying this A-level you will understand and debate many of the contemporary issues facing our planet. You will become knowledgeable in issues such as climate change, human rights, the identity, growth and challenges facing cities and the health of our oceans. The diversity of topics is one of the highlights of the A-level course – one week you will be learning about 21<sup>st</sup> Century Pirates, the next patterns of global migration.

**The following video will give you sense of the geographical questions investigated in this course, and the techniques geographers use to study and communicate these questions.**

<https://www.bbc.co.uk/news/av/technology-44575392/maps-reveal-hidden-truths-of-the-world-s-cities>

## Course structure

In Year 12 and 13 you will have two teachers and be taught 5¼ hours a week. This will consist of taught lessons and some fieldwork skills including local visits. There is a 4 day residential weekend in June of year 12 to prepare you for your independent investigation in year 13 (worth 20%). Students particularly value completing a project on a topic of their choice. Class and homework is diverse and includes exam questions, independent research, literature reviews, presentations, photo analysis, maps skills and more.

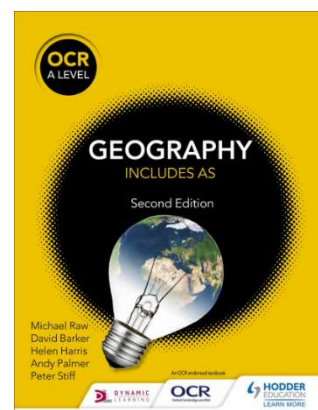
## Course texts

### GEOGRAPHY TEXTBOOK

<https://www.hoddereducation.co.uk/subjects/geography/products/16-18/ocr-a-level-geography>

### REVISION BOOK

<https://www.hoddereducation.co.uk/subjects/geography/products/16-18/my-revision-notes-ocr-as-a-level-geography>



## Course specification

At Harington School we follow the OCR Specification. You can find the specification and supporting documents at: <https://www.ocr.org.uk/qualifications/as-a-level-gce/geography-h081-h481-from-2016/>

We cover the following units of study:

### Paper 1: Physical Systems

- Coastal landscapes
- Earth's Life support systems

### Paper 2: Human Interactions

- Changing spaces; making places
- Global migration
- Human rights

### Paper 3: Geographical Debates

- Hazardous Earth
- Exploring oceans

You will sit three examination papers of 1.5 hours (Paper 1 and 2) and 2.5 hours length (Paper 3) at the end of Year 13 which will consist of short and extended essay questions. The course is assessed through terminal examination (80%) and 20% course work. The course structure and breakdown is given below:

	Yr12		Yr13		
Geographical Skills and Exam Technique embedded throughout course					
Mr Tervet	Paper 1 (22%) Coastal Landscapes	Paper 1 (22%) Earth’s Life Support Systems	Paper 3 (36%) Exploring Oceans		Focused revision and exam technique
Miss George	Paper 2 (22%) Changing Spaces, Making Places	Paper 3 (36%) Hazardous Earth	Paper 2 (22%) Human Rights	Paper 2 (22%) Global Migration	
			Investigative Geography (20%) (coursework piece)		

## A-Level Preparation tasks

Some of the topics and concepts we study will be new to you. The following geography tasks can be completed to help prepare you for the course. You can select a few from different topics.

<b>Search online and define the following specialised concepts:</b> systems, feedback, inequality, sustainability, globalisation, identity, risk, thresholds, mitigation, interdependence.
<a href="https://earthtime.org/##">https://earthtime.org/##</a> Visit the Earth time website. <b>Write a 100 word summary</b> of one story that interests you.
Watch the BBC documentary on climate change. Record 10 key facts. <a href="https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts">https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts</a>
Use the 10 facts from the above task to answer this question: "It is too late for humans to mitigate the impacts from climate change" Discuss.
Sketch a picture of a coastal landform you have visited in the UK (or overseas). Try and label it to include the following words: <b>bedding, joint, sediment, wave energy, fetch, littoral zone, drift.</b>
Use the BGS geology map view to identify the geology (lithology) in your sketch. <a href="http://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html">http://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html</a>

<p><b>Contemporary Urban Issues</b></p> <p>Pick a UK City to research. You need to find out what social and economic inequalities exist within the city and some of the problems these may create.</p> <p>Inequalities could include:</p> <ul style="list-style-type: none"> <li>• Annual income</li> <li>• Education</li> <li>• Housing</li> <li>• Healthcare</li> </ul>	<p><b>Water and Carbon Cycles</b></p> <p>"Climate change – myth or reality?" Does climate change really exist or is it a phenomenon made worse by the media? You need to find evidence to support both sides.</p> <ul style="list-style-type: none"> <li>• Evidence for climate change – look at Al Gore and his work, (An inconvenient truth is a good watch).</li> <li>• Evidence against climate change – look at Bjorn Lomborg and some of his work on the sceptical environmentalist.</li> </ul>
<p><b>Changing places; making spaces</b></p> <p>For this topic you will be looking at how places change over time and how representations are sometimes different from realities.</p> <p>Think of your favourite place in the world.</p> <ul style="list-style-type: none"> <li>• How is it portrayed by the media? Does this compare to your experiences of the place?</li> <li>• How many different people experience your place, for example would the experiences of you walking through Leicester High Cross be different to that experienced by an older woman? How do you think they would feel?</li> <li>• How has the place changed over time?</li> </ul>	<p><b>Hazardous Earth</b></p> <p>Read the following articles about two earthquakes in contrasting countries.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><a href="https://www.bbc.co.uk/news/world-asia-32492232">https://www.bbc.co.uk/news/world-asia-32492232</a></p> <p><a href="#">UN situation reports</a></p> <p><a href="https://www.theguardian.com/cities/2014/jan/27/christchurch-after-earthquake-rebuild-image-new-zealand">https://www.theguardian.com/cities/2014/jan/27/christchurch-after-earthquake-rebuild-image-new-zealand</a></p> </div> <p>Using place detail from both earthquakes, answer the exam question:</p> <p><b>"Natural disasters are primarily man-made" To what extent do you agree with this statement?</b></p>

## Practice questions

The following questions are examples of short answer questions from coastal landscapes unit. Using your knowledge from GCSE, write an answer to each question and compare it with the model answers on the following page.

Study Figure 1. a coastal stack in Scotland



Explain **one** geomorphic process that has formed or modified the stack (3 marks)

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Explain the role of flows of energy in forming this landform (3 marks)

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## Answers

– 3 valid points about any other processes valid (i.e. biological weathering, mass movements, wave action)

Q1: The photograph shows a sea stack comprising an isolated column of igneous or metamorphic rock. There are a number of vertical joints at the top of the stack which may have been affected by freeze-thaw weathering (✓). Water percolating into the joints may have frozen during night time lows in winter (✓). When the ice freezes it expands by 10% opening the joints. (✓) Overtime the crack widens and the rock becomes dislodged, falling to the base of the stack (✓)

Q2: The sea stack would previously been connected to the land as an arch and headland. Wave energy would have attacked the base of the cliffs through processes of hydraulic action or abrasion (✓). This energy is transferred from swell waves to the base of the cliff as the waves break, forcing air into cracks. (✓). Another flow of energy would be mass movements, where the potential energy of the previous arch is transferred to kinetic energy as the roof collapse. (✓) Stored chemical energy from growing plants could also cause cracks at the top of the cliff to widen (✓)

## Evaluating data presentation techniques

A key skill in the A-level course is identifying the strengths and weakness of different data presentation techniques.

<https://www.nytimes.com/interactive/2020/02/21/business/coronavirus-airline-travel.html>

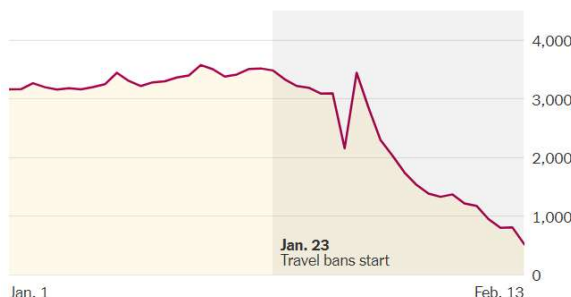
### 1. Identify 3 advantages of presenting changing airline travel using a line graph (3 marks)



### 2. Identify 3 advantages of presenting changing airline travel using a GIS. (3 marks)

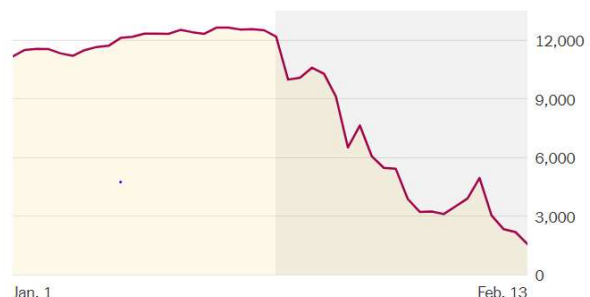
#### China's daily domestic and international flights

##### International flights



Source: Flightradar24

##### Domestic flights



## Investigating deforestation

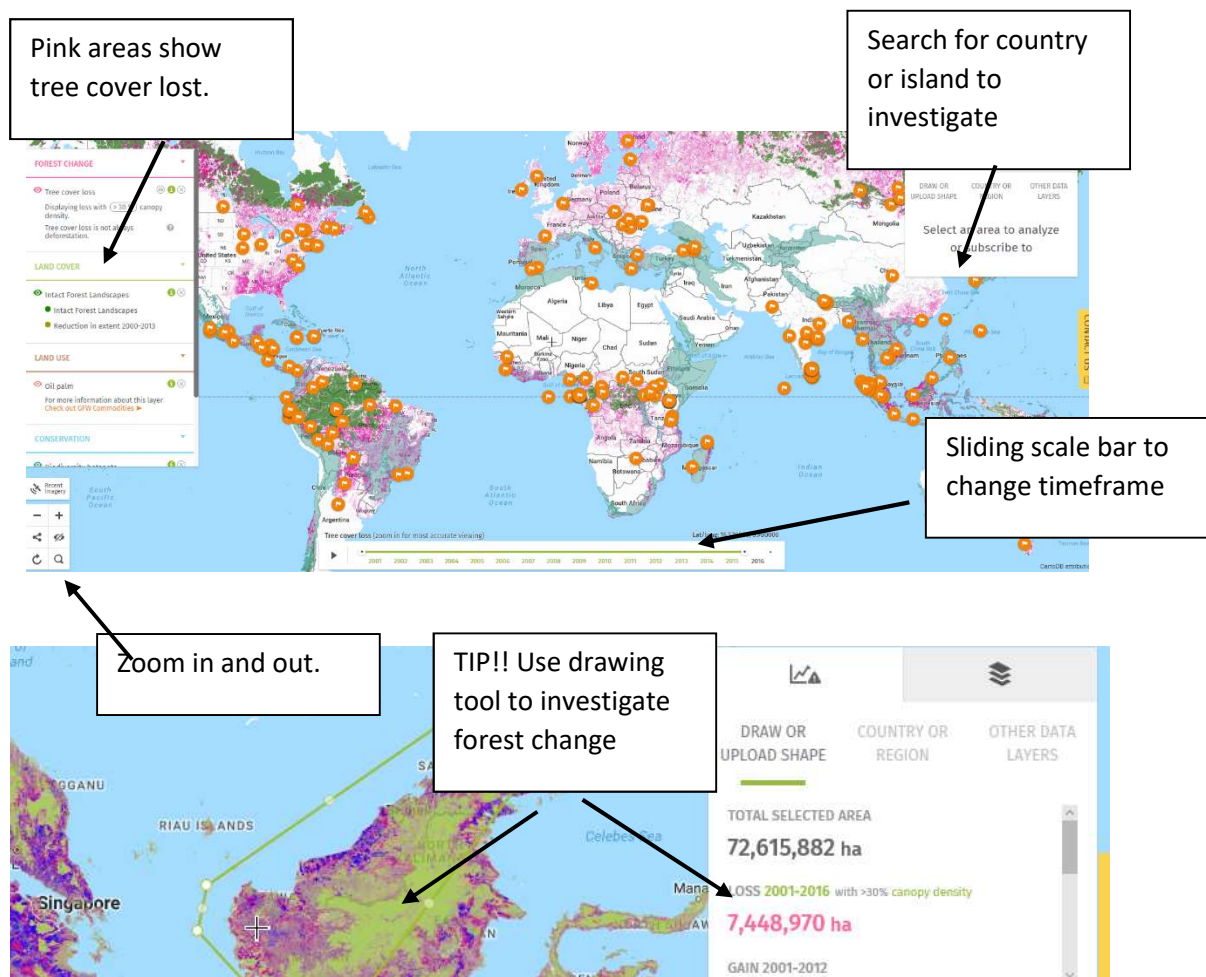
<https://www.globalforestwatch.org/map>

<https://www.nasa.gov/content/goddard/nasa-usgs-landsat-data-yield-best-view-to-date-of-global-forest-losses-gains/>

<https://www.climate.gov/maps-data/dataset/global-temperature-anomalies-map-viewer>

Watch videos, read website and use Global Forest Watch to explore the map and answer these questions.

1. What is Landsat?
2. How does it work?
3. What are the benefits of this GIS technology?
4. What regional, global, political and temporal patterns have been identified from this technology?
5. What is the rate of forest change in Indonesia and the Amazon between 2010 and 2013?
6. Where is afforestation occurring globally?
7. What are the primary drivers of deforestation?
8. List 5 other NASA data sets and what they show.



## Essay practice – evaluating globalisation

Explore the website <https://www.vesselfinder.com/> and use the information to answer the exam question: **"Oceans are essential for globalisation" Discuss.** (Hint: Extract place and vessel type information, make a counter argument discussing other human or technological connections resulting in globalisation.

## Optional Reading

Tim Flannery, Atmosphere of Hope (2015) ISBN-10: 0141981040 \*\*\*

Tim Marshall, Prisoners of Geography (2016) ISBN- 978-1-78396-243-3

Hans Rosling, Factfulness (2018) ISBN 978 1 473 63749 8

Bill Bryson, A short history of nearly everything ISBN 978-1784161859

Dorrick Stow, Oceans: A very short introduction ISBN 978-0199655076

Refugee: Transforming a broken system ISBN 978-0241289235

Paul Collier, Exodus: How migration is changing our world ISBN 9780190231484

Making Sense of Place ISBN 978-1843838999

Histories of Nations. How their identities were forged ISBN 9780500293003

Tim Marshall, Divided: Why We're Living in an Age of Walls ISBN -978-1-78396-397-3

*\*\*\*book highly recommended for Earth's Life Support Systems*

## Recommended website / documentary resources

<https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts>

<https://www.bbc.co.uk/iplayer/episodes/m00095p0/the-americas-with-simon-reeve>

<https://www.bbc.co.uk/iplayer/episodes/p04tjbtX/blue-planet-ii>

<https://www.bbc.co.uk/iplayer/episode/p083tb16/dirty-streaming-the-internets-big-secret>

<https://www.unhcr.org/uk/asylum-and-migration.html>

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

<https://earthobservatory.nasa.gov/>

<https://www.un-redd.org/>