



6th Form Transition Pack

QUALIFICATION	A-level Geography
Teacher Name(s)	Mrs J McNulty Mr M Campbell
Contact email(s)	geography@notredame.liverpool.sch.uk
Exam board and link	AQA https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037
Specification details	7037
Recommended online learning	https://www.senecalearning.com/ https://www.tutor2u.net/geography https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/ http://theconversation.com/uk https://www.s-cool.co.uk/a-level/geography
Textbooks that are used	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: flex-start; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>Hodder. AQA A-level AQA A-level Geography Fourth Edition.</p> </div> </div> <div style="display: flex; align-items: flex-start; margin-bottom: 10px;"> <div style="display: flex; justify-content: space-around; width: 100%;">   </div> <div style="margin-left: 10px;"> <p>Oxford. AQA A-level Geography Physical Geography student book. Human Geography student book.</p> </div> </div> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>CGP. AQA A-level Geography complete revision and practice.</p> </div> </div> </div>



In addition, the transition pack may contain resources like PowerPoints, assessments and activities for you to try at home over the summer.

We recommend you use Cornell Notes to prepare for your new course. Please see this video to help you develop the technique:

<https://youtu.be/WtW9lyE04OQ>

See the General Transition Pack where VESPA has been outlined for other ways of successfully taking notes and organising the content of your studies effectively.

Please complete the activities in this booklet in readiness to begin your studies when we are told Sixth Form may reopen. This will show us your commitment and may be used alongside your GCSE grades and behaviour log as entry criteria – Sixth Form study is hard work and there are no short cuts. Commitment to your studies is essential.

Good Luck and Stay Safe!





Welcome to AQA A-level Geography.

The AQA course content is designed to excite your minds, challenge perceptions and stimulate your investigative and analytical skills. Start as you mean to go on!

Overview of the course.

There are three components to the geography course, physical geography, human geography and the geographical investigation.

A-level

Component 1: Physical geography	
What's assessed <ul style="list-style-type: none">• Section A: Water and carbon cycles• Section B: either Coastal systems and landscapes or Hot desert environments and their margins• Section C: either Hazards or Ecosystems under stress or Cold environments	How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• 96 marks• 40% of A-level
+	
Component 2: Human geography	
What's assessed <ul style="list-style-type: none">• Section A: Global systems and global governance• Section B: Changing places• Section C: either Population and environment or Contemporary urban environments or Resource security	How it's assessed <ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• 96 marks• 40% of A-level
+	
Component 3: Geographical investigation	
What's assessed <p>Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.</p>	How it's assessed <ul style="list-style-type: none">• 3,000 – 4,000 words• 35 marks• 20% of A-level• Marked by teachers moderated by AQA



Assessment Objectives

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- ❑ **AO1:** Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).

- ❑ **AO2:** Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).

- ❑ **AO3:** Use a variety of relevant quantitative, qualitative and fieldwork skills to:
 - investigate geographical questions and issues
 - interpret, analyse and evaluate data and evidence
 - construct arguments and draw conclusions (20–30%).

Thinking Like a geographer

Geographers have a particular way of looking at the world. This means you are being invited to think critically evaluate and assess links between topics. You will need to weigh up differing and conflicting views to develop your own thoughts. Be prepared to share them with the group. This course will develop and extend your understanding and application of the interrelationships between physical and human geography. You will begin to understand how one shapes and influences the other.



Task 1: Geography in the news scrapbook

During the A-level course it is key that you keep up-to date with geographical developments around the world. You will have many opportunities to demonstrate your geographical knowledge and understanding through the use of case studies and current affairs. The wider the range of examples you can use to back up the points you make the greater the demonstration of your ability to think like a geographer.

We would like you to start to create a scrapbook of news articles which link to the AQA A-level geography specification. You should write a brief summary of the article/photograph/tweet/podcast you have seen and explain how this links to any area of the geography course. You can do this on the computer or create your own paper based scrapbook.

Some websites to get you started...

<http://theconversation.com/uk>

We highly recommend you use this! This you will find is really useful to support many of your A Levels. It provides up to date articles from academics and specialists in the field written in a way that is accessible to all, summarising key points in short but insightful articles.

<https://www.bbc.co.uk/news>

An excellent source of up to date articles – explore the key headings such as Science, as well as the UK, World and other stories.

<https://www.theguardian.com/uk>

Again many useful articles and logically ordered – keep an eye on the Environment, Science, Society, Global Development stories in particular!

<http://volcano.oregonstate.edu> (Geo - the new site for Volcano World)

<http://www.geographynewsroom.co.uk/>

<http://www.gapminder.org/>



Task 2: Key vocabulary

Throughout the course, you will encounter a huge amount of subject specific vocabulary, some which will be familiar, some which may not be. Use this time to familiarise yourself with some of the vocabulary you will be likely to see.

Subject specific term	Geographical context/meaning
Appropriate	Whether actions or solutions are fit for purpose and realistic.
Benefits	The advantages/positive impacts of something (social, economic, environmental).
Causes	The reasons for the form/character of a phenomenon – for example, why a process occurs or why a phenomenon displays its characteristic features.
Challenges	Difficult, large-scale problems that require solutions.
Characteristics	The key features of a phenomenon.
Concerns	Aspects of an issue or problem that are worrying to people.
Conflicts	Issues over which two or more groups of people disagree.
Consequences	The results of an action, change or process; they can be positive or negative.



Costs	The disadvantages/negative impacts of an action, change or process (social, economic, environmental).
Contrasting	Where two (or more) examples are different from each other in one or more significant ways. This is often seen as referring to different levels of economic development but it could refer to other differences that are relevant to the question.
Distribution	The geographical locations of specified phenomenon/phenomena, most often shown on a map. It may or may not present as a pattern.
Economic	Connected with the economy and therefore often to do with employment, industry and welfare, and measurable in money terms.
Effects	The results/outcomes of an event, action or process.
Environmental	Connected with the environment – water, air and land, and the organisms which occupy it (including humans) and natural resources obtainable from it.
Factors	The underlying causes of a phenomenon or problem or issue and the elements which influence it.
Impact	The results/outcomes of events, actions or processes on people and the environment. They can be positive or negative.
Implications	What happens or might happen as a results/consequence of events, actions or processes.



Interrelationships	Links between two or more phenomena, such that changing one leads to changes in the other(s).
Issues	Matters which cause concern to people and about which there may be differing views and may therefore be a source of conflict.
Lifestyle	The way in which people live their lives on a regular basis.
Management	The design and implementation of policies and strategies to minimise or reduce impacts or problems and enhance outcomes. Management implies a degree of deliberation and planning.
Opportunities	A situation where change might occur and where it could be for the better.
Patterns	Regularities in the occurrence or distribution of phenomena. Geographically, most often shown on a map.
Political	Connected with the distribution and exercise of power, the promotion of different viewpoints and policies, the resolution of any such differences and the consequent decisions.
Problems	Difficulties, risks or issues that worry people and indicate a response is required.
Process	A sequence of at least two related events that causes a change to take place.
Responses	The ways in which people react to an event or possible event – some may be as an individual, some may be as groups; some are planned, some are unplanned.



Scale	The area or scope of a phenomenon or focus of study – local, regional, national, international, global.
Social	Connected with people, their quality of life, health, education, prosperity and welfare.
Strategies	An overarching view and approach which indicates methods used to manage a problem or issue.
Sustainable	That which is capable of being maintained into the foreseeable future without prejudice to its own continuation or damage to the environment.
Threats	A situation where change might occur and where it could be for the worse.
Trends	The general direction of a change – increasing, decreasing, fluctuating.
Variation	How far a phenomenon differs from the norm or the average.

Core Concepts Definitions

These concepts are at the core of what this course seeks to develop in young geographers. These definitions can be used as starting point and/ or an introduction to help you to think more knowledgeably and deeper about the geographical content you are studying.

Concept	Definition/interpretation	Which topic?/Spec links
Resilience	The capacity of a system to experience shocks, while retaining essentially the same function, structure, feedbacks and identity.	Hazards
Equilibrium	Systems can be considered to be in equilibrium when the input of mass and/or energy is balanced by self0 adjustment of the elements and variables of a system.	Landscape systems



System	Systems thinking is the process of understanding how those things (parts) which may be regarded as systems influence one another within a complete entity or a larger system.	Landscape systems
Identity	Is about the ways in which people connect to various places, and the effects of such bonds in identity development, place-making, perception, and practice. It's to do with belonging, meaning and attachment at a very personalised level.	Changing places
Mitigation	The procedures, options and policies to reduce loss of life, infrastructure and property damage by lessening the spatial / temporal impacts of disasters.	Hazards
Adaptation	Seeks to lower the risk posed by the consequences by using different technologies, processes, policies etc. to "live with it". Adaptive capacity is highly variable and often linked to economic resources and nature of existing physical restraints.	Climate Change Hazards
Risk	The probability that exposure to a hazard will led to a negative consequence, or more simply, Risk = Hazard x Vulnerability / Context.	Hazards
Globalisation	The process by which national and regional economies, societies, and cultures have become integrated through the global network of trade, communication, immigration and transportation.	Global systems Changing places
Threshold	When a relatively stimulus within a system suddenly induces a rapid change or alternation of that system. Thresholds in systems are generally (critical) tipping points, after which the system shifts radically and potentially irreversibly into a different equilibrium state.	Landscape systems Atmospheric processes
Sustainability	Something that can be sustained over a period of time. The influence 1987 Bruntland report defines sustainable development as meeting the needs of the present without compromising the ability of future generations to meet their own needs.	Water and carbon cycles
Interdependence	The recognition that our world is not reality composed of nation-states operating in an international system, with a clear-cut distinction between the domestic political life of states and the international arena. Recognising that global governance is	Global systems



	struggling to keep up to with the pace and extent of economic globalisation, capital and trade flows, illegal and legal immigration of people and technological change.	
Inequality	When people, nations, and non-state actors (ranging from TNCs to international agencies) have different levels of authority, competence and outcomes. Some actors are more dominant than others.	Global systems Global governance Changing places
Causality	The relationship between cause and effect. Recognising that a variety of processes result in change; they must impacts, which in turn have consequences.	Landscape systems Hazards Global systems
Feedback	This occurs when one element of a system changes because of an outside influence. This will upset the dynamic equilibrium, or state of balance, and affect other components in the system. Negative feedback is when the system acts by lessening the effect of the original change and ultimately reversing it (back to the status quo). Positive feedback occurs within a system where a change causes a snowball effect, continuing or even accelerating the original change.	Landscapes systems (Coasts, Water and Carbon Cycles)
Representation	The cultural practices by which human societies interpret and portray the world around them and present themselves to others.	Changing places
Vulnerability	The risk of exposure to hazards combined with an inability to cope with them.	Hazards



Task 3: Reading around the subject

There are a huge number of books that link to the A-level course but these are some of our favourites. Remember you can make use of the local libraries digital library service for books – you don't have to access hard copies. Try to read one of these and be prepared to have a discussion about it when we start lessons.

Prisoners of Geography (Marshall, T) – an insightful book which helps understand how physical geography impacts on political reality and really helps to understand how decisions of world leaders have been shaped by geography – a great introduction to geopolitics.

Factfulness: Ten reasons we're wrong about the world – and why things are better than you think (Rosling, H 2019) – this is a must-read book from a geography perspective – this takes a more realistic view of the world, presenting issues in fact-based context. It is a rational look at actually how far the world has measurably improved and what's left to be done.

Adventures in the Anthropocene (Vince, G) (2016) – this looks at the effects that humans are having on the surface and structure of the planet with a balanced view on recognising threats and dangers whilst also look for practical answers and solutions.



Task 4: Watch

There are some great geographical documentaries which will help develop your general geographical knowledge and understanding and help you see what an amazing world we live in. Try to watch as many as you can and be prepared to discuss when we return to school.

The following are all available on iPlayer.

David Attenborough Box Sets – there are 9 amazing boxsets available on I player from David Attenborough exploring our amazing world

The Americas with Simon Reeve

Simon Reeve around the world

Mediterranean with Simon Reeve

The following are all available on ITV Hub

Britain Underwater: Fighting the Floods

Joanna Lumley's Hidden Caribbean: Havana to Haiti

The following are all available on Channel 4 – On Demand

When the Immigrants Leave (Dispatches)

China's Lonely Hearts (Unreported World)

The world's dirtiest river (Unreported world)

Forests of Fear (Unreported World) -

Hurricane Hell (Unreported World)

The World's Dirtiest Air (Unreported World)

The week Britain Froze (Dispatches)



Geographical

Touching the Void (15) (great for visualising glacial landscapes) – a powerful true story docudrama (strong language in parts)

Before the Flood (2016) (PG) – National Geographic documentary presented by Leonardo DiCaprio – exploring climate change and looking at what needs to be done today to prevent catastrophic disruption of life on our planet.

The Impossible (2012) (12) – Movie based on real life events of the 2004 Boxing Day tsunami which killed 200,000 people.

Slumdog Millionaire (15) – based on life in the slums of Mumbai

Our Planet (Netflix series) – explores how climate change impacts all living creatures.

Mandela: Long Walk to Freedom (12) – an epic which celebrates the journey of Nelson Mandela from childhood in a rural village through to his election as President of South Africa. This explores what happened in South Africa with regards to apartheid and Black opposition through the eyes of Nelson Mandela.

Hotel Rwanda (12) - the true story of hotel manager who houses and protects Tutsi refugees – this is a hard-hitting film based on the Rwandan Conflict of the 1990s.

The Last King of Scotland (15) – another hard-hitting story, based on struggles faced by Uganda under the dictatorship of Idi Amin.

Into the Wild (2007) (15) – based on the story of a university graduate who gives up all of his material possessions and journeys alone into the Alaskan Wilderness