

Course
Transition



Bridging the Gap
from School to College



Warlingham
Sixth Form College

Year 11 > Year 12 Transition
Summer Term
A Level Geography

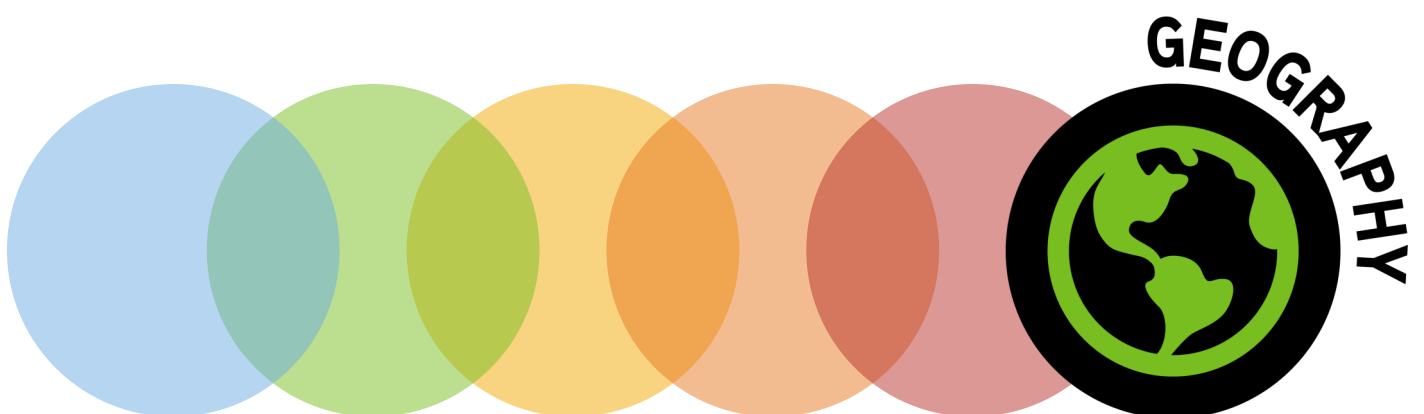











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COURSE OVERVIEW

The aims and objectives of this course are to enable you to build on your existing knowledge and skills to:

- Recognise and be able to analyse the complexity of people–environment interactions, and appreciate how they are key to understanding the key issues facing the world today.
- Gain understanding of specialised concepts such as inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk and resilience.
- Undertake fieldwork that encourages you to apply and evaluate theory in the real world, by selecting research questions, applying relevant techniques and skills, and identifying appropriate ways of analysing and communicating findings.

Paper 1

- Tectonic Processes and Hazards
- Coastal Landscapes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security/Climate Change Futures

Paper 2

- Globalisation
- Regenerating Places
- Superpowers
- Health, Human Rights and Intervention

Paper 3

A synoptic exam, based on issues from the whole course using a resource booklet

Coursework

A student-chosen question/issue to be investigated, based on any part of the course, including data collection, analysis and evaluation.



COURSE OVERVIEW

The content is framed by enquiry questions that encourage an investigative and evaluative approach to learning. The assessment integrates a range of geographical skills with knowledge and understanding. The course encourages you to make links between different geographical themes, ideas and concepts through synoptic themes embedded in the compulsory content, and it builds on the understanding developed at Key Stage 4, avoiding unnecessary repetition...while also ensuring that if you are new to the subject you are appropriately supported.

Assessment Format

Paper 1 (externally-assessed, written paper): 2 ¼ hrs - 30% of the A Level

Paper 2 (externally-assessed, written paper): 2 ¼ hrs - 30% of the A Level

Paper 3 (externally-assessed, written paper): 2 ¼ hrs - 20% of A Level

Coursework (3000–4000 words) – 20% of A Level

What can I do afterwards?

WHATEVER YOU WANT! For careers in the world of business/accountancy: an understanding of global economics forms an important part of geography. For a career in law, human rights etc.: the opportunity to consider relevant issues such as: how do we measure development? What are the consequences of migration on societies?

Even if you are working towards a future career in medicine, Geography is still a perfect choice! It gives your A Levels the breadth that universities seek, with an understanding of how the environment affects health and survival of people, animals and ecosystems, while enhancing your skills in writing essays and extended reports.

NB the following pages contain a plethora of links for you! Please don't be overwhelmed! Look at each of the resource pages - from "Watch" to "Read" - and click on a few links from each page that you find most intriguing...



OUR EXPECTATIONS

College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee along with the student body have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.



OUR EXPECTATIONS

Course-specific Expectations for Academic Success

As teachers we will:	We will expect you to:
Provide you with well-planned, informative and well-resourced lessons.	Attend all lessons and ensure that you have caught up any work missed before the next lesson if you are absent.
Support you to do well in your examinations and to meet your full potential in the course.	Have a positive and pro-active approach to study.
Provide you with detailed and informative feedback to support you to improve your exam technique.	Keep up-to-date with classwork and homework; a large part of the course involves independent study and discipline to stay up-to-date with this.
Provide opportunities, where possible, outside of lessons to enrich your knowledge.	Have a keen interest in current geographical affairs, and a willingness to stay up-to-date with them to help bring them into your written work.
Encourage and support you to do your very best.	Be prepared to engage in debate and discussion in class.





USING CORNELL NOTES

The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.

HOW TO TAKE NOTES

THE CORNELL METHOD

ABOUT

The **Cornell** note-taking method was devised in the 1940's by Dr Walter Pauk, at Cornell University.

- ✓ Efficient method of taking notes
- ✓ Encourages reflection
- ✓ Makes an effective study guide for revision and exam preparation

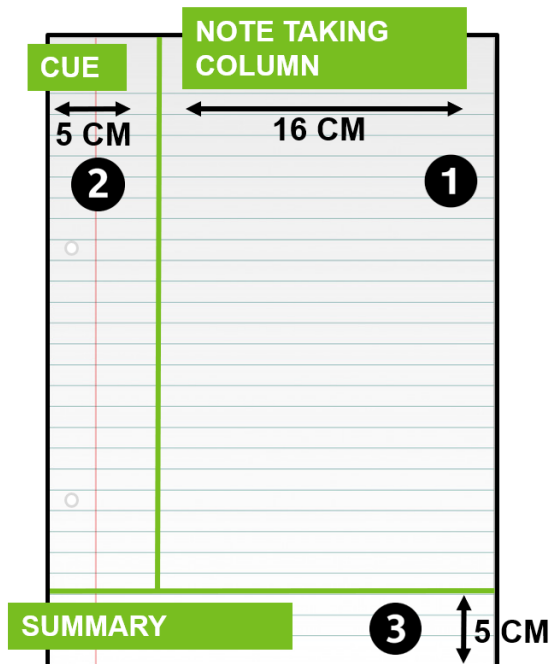
HOW

Divide an A4 page into the three sections as shown.

You can use different dimensions for each section if you prefer

Each section has a specific purpose:

- 1  RECORD
- 2  QUESTIONS
- 3  REVIEW



- 1 Write your notes in this section **during the lesson**
 - Use **any format** you like to record these notes (for example, mind-mapping)
 - Record only the **important information** (don't write in full sentences)
 - Focus on **ideas** rather than the actual words

- 2 This section is for **recall**.
 - Do not write** in this section **during the lesson**
 - The cue section is created **when you review your notes**.
 - Do this **as soon as possible** after the lesson
 - Cues are **in the form of questions** that you can use the notes to answer.

- 3 A **summary** of the notes taken
 - It should be **concise** focusing on **key ideas** only
 - Written in **your own words**
 - NOTES + CUES + SUMMARY** should show how all ideas fit together



REVIEW / REVISE

Plate Tectonics

- Layers of the Earth and Plate Boundaries
- Tectonic Hazards and Management

Development & Globalisation

- Development Indicators and Inequalities
- Top-down vs. Bottom-up Development
- Positives and Negatives of Globalisation

Urbanisation and Regeneration

- Megacity Growth
- Urban Decline

Coastal Processes & Management

- Geology & Landforms
- Conflict

Climate

- Climate Change
- High and Low Pressure - Impact on Precipitation

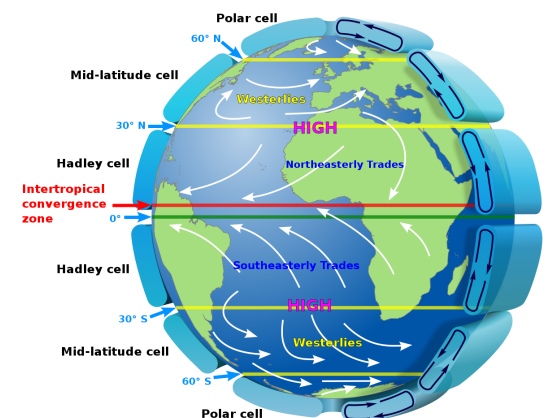
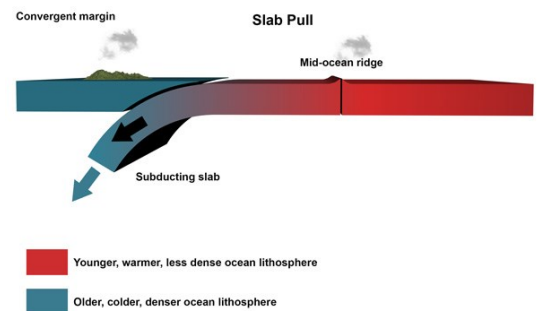
Fieldwork Techniques

- Coastal investigation techniques and their limitations
- Urban investigation techniques and their limitations

Seneca Learning

Here you will find a refresher of GCSE and an A Level taster opportunity. Use it to consolidate your GCSE knowledge and make a head-start on some of the A Level content. (It says AQA but don't worry about this!)

<https://app.senecalearning.com/classroom/course/1d9160c4-8711-41ec-879f-44d02110a2a4/section/0c8290b0-21aa-4359-b4cc-8c75e66b7e6c/session>





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.

BBC iPlayer: www.bbc.co.uk/iplayer

Science and Nature

<https://www.bbc.co.uk/iplayer/categories/science-and-nature/featured>

The Americas with Simon Reeve (he has done other series as well!)

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

Channel 4 On Demand: www.channel4.com

Dispatches - Current Affairs Documentaries

<https://www.channel4.com/collection/dispatches>

The world's dirtiest river (Unreported world)

<https://www.channel4.com/programmes/unreported-world/on-demand/58399-001>

ITV Player: www.itv.com/hub/itv

ITV tend to rotate their online content regularly...so you have to be quick to catch things when you've missed them on live tv! This is always a good place to try to find programs that we've steered you towards:

<https://www.itv.com/hub/categories/factual>

Netflix

Into the Inferno: With stunning views of eruptions and lava flows

Rotten: Docuseries travels deep into the heart of the food supply chain

Explained: Plenty of geographical episodes to choose from e.g. the World's Water Crisis.

Winter on Fire: Documents the conflict between Ukraine and Russia in 2014



LISTEN TO

Give your eyes a break at a time when your screen time has increased and pop your headphones in instead to broaden your geographical understanding. These podcasts come highly recommended by the department; a departmental favourite is the 'Ask the Geographer' series.

Costing the Earth – <https://www.bbc.co.uk/programmes/b006r4wn/episodes/player>

There are some great podcasts here to pick from on a wide variety of geographical issues including climate change, carbon, urban greening, deforestation, alternative power, plastics etc.

Royal Geographical Society – "Ask the Geographer podcasts"

<https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/>

A fantastic set of podcasts to keep A Level studies up-to-date with the latest geographical research – pick out some that interest you and give them a go!

The Documentary podcast - <https://www.bbc.co.uk/programmes/p02nq0lx/episodes/downloads>

From the BBC, these podcasts investigate global development issues and affairs.

The Inquiry - <https://www.bbc.co.uk/programmes/p029399x/episodes/downloads>

BBC podcasts exploring the trends, forces and ideas shaping the world beyond the headlines.

Podcasts from Oxford University School of Geography and the

Environment – <https://podcasts.ox.ac.uk/series/school-geography-and-environment-podcasts>

These online audio resources consist of lectures, seminars and interviews from the School of Geography and the Environment at the University of Oxford.

Talks from the Royal Geographical Society <https://www.rgs.org/geography/online-lectures/>

From microplastics to microfinance, the RGS have released over 50 free geographical talks for you to watch and listen to.



READ

Prisoners of Geography (Tim Marshall)

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 (Hans Rosling)

Hans Rosling has written what 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.

Mountains of the Mind (Robert Macfarlane)

Combining accounts of legendary mountain ascents with vivid descriptions of his own forays into wild, high landscapes, Robert Macfarlane reveals how the mystery of the world's highest places has come to grip the imagination of Western countries - and still draws people to dangerous places!

The Phantom Atlas (Edward Brooke-Hitching)

The Phantom Atlas is a guide to the world not as it is, but as it was imagined to be. It's a world of ghost islands, invisible mountain ranges, mythical civilizations, ship-wrecking beasts, and other fictitious features introduced on maps and atlases through mistakes, misunderstanding, fantasies, and outright lies.

Atlas of Improbable Places (Travis Elborough)

With beautiful maps and stunning photography illustrating each destination, Atlas of Improbable Places is a fascinating voyage to the world's most incredible destinations. As the Island of Dolls and the hauntingly titled Door to Hell — an inextinguishable fire pit - attest, mystery is never far away.

Wind, Sand and Stars (Antoine De Saint-Exupery)

A gripping tale of adventure and the autobiography of an aviation pioneer. This book will take you around the world and up close to its major landmarks.



RESEARCH

NEA (Non-Examined Assessment - aka Coursework!)

In Year 13 you will be required to complete a c.4000 word investigation on fieldwork and research that you will undertake during the A Level course. The following list of links will give you a head start with some of the most useful 'big data' available:

- IMD Data: http://dclgapps.communities.gov.uk/imd/iod_index.html
- DataShine Census: <https://datashine.org.uk/#table=QS302EW&col=QS302EW0002&ramp=RdYIGn&layers=BTTT&zoom=12&lon=0.1500&lat=51.5200>
- DataShine Commute: <https://commute.datashine.org.uk/#mode=allflows&direction=both&msoa=undefined&zoom=12&lon=0.1500&lat=51.5200>
- National Library of Scotland Georeferenced Maps: <https://maps.nls.uk/geo/explore/side-by-side/#zoom=5&lat=56.00000&lon=-4.00000&layers=1&right=BingHyb>

An Introduction to GIS

GIS is the one thing you will probably never get around to practising! It is an invaluable way of presenting and analysing your data as the example below will show you (this is also good research for two topics in Year 13: Energy Security and Superpowers):

<https://storymaps.arcgis.com/stories/4fec4dfef10c46fbbbad07527d5ccdfb>

It would be great if you learned how to make resources like this well before your NEA starts and you are in the middle of all your A Level work.

This webpage will help you on your way...while you have some time to experiment:

<https://learn.arcgis.com/en/projects/get-started-with-arcgis-online/>



COMPLETE

Two projects for you to complete before starting the course in September

(Please email work to Mr Gardner at R.Gardner@WarlinghamTLT.co.uk.)

Tectonics

Case Study Investigation: For any significant (over magnitude 6) earthquake/tsunami in the past five years, research the following and make a detailed report on it. Include at least the following information:

Event details - e.g. date, magnitude, causes of the event.

Human geography of the country - e.g. population, population density, GDP per capita, HDI.

Physical geography of the country - geology, terrain, climate etc.

Preparation of the country - what warnings did they have, do they have recent experience?

Impacts

Immediate response - what did governments, businesses, people, charities etc. do?

Long Term Planning - what did governments, businesses, people, charities etc. do?

Analysis - this is all YOUR OPINION

- Could this event have caused more/less damage? Why?
- What lessons do you think can be learned from this event for the country it affected and for other countries?

Globalisation

Case study of a Trans-National Corporation - TNC - e.g. Coca Cola

- From where did the TNC originate?
- In which countries have they worked (factories, head office, offices, trade)?
- Which element of the business is in each country, e.g. are R&D, HQ and Manufacturing in different countries? Why?
- How are other countries involved?
- Which products does it make?
- What is its company history (buyouts etc.)?
- Can you find any articles or news about public opinion of this company?