Sixth Form
Kineton High School

A Level Geography Bridging Course

Transition Materials for A Level Geography

Introduction

It is great that you are considering studying Geography at A Level.

This pack contains a programme of activities and resources to prepare you to start an A Level in Geography in September. It is aimed to be used after you complete your GCSE throughout the remainder of the summer term and over the summer holidays to ensure you are ready to start your course in September.

The pack is divided into some of the key topics you will study in A level Geography: Drainage Basins, Coasts, Water Cycle/ Water Insecurity, Globalisation and Rebranding. There are a range of different activities to do in each topic area.

Discovering the world we live in is great fun. I hope that you will agree!

1. Reading list for A - level Geography

At AS and A Level Geography it is expected that you can demonstrate to the examiners that you have been partaking in wider reading.

Below is a list of books/journals and websites you could use over the next two years and beyond in university.

The list below is the name of the text books that are published by the specific exam boards. Find out your exam board from your teacher before you purchase this book.

Geography for Edexcel A Level Year 1 and AS Student Book (A Level Geography for Edexcel 2016)
EDEXCEL - Edexcel GCE Geography Y2 A Level Student Book and eBook (Pearson)
Edexcel GCE Geography AS Level Student Book (Edexcel Geography A Level 2016)
Pearson Edexcel A Level Geography Book 1 Fourth Edition Paperback
Pearson Edexcel A Level Geography Book 2 Fourth Edition
Edexcel GCE Geography Y2 A Level Student Book (Edexcel Geography A Level 2016)

Journals are a good way of keeping up to date with what's happening in the world of geography. You can subscribe for a year or buy individual past publications.

Some good Geography magazines are:

Geography Review, Go to: http://www.philipallan.co.uk/geographyreview/index.htm

Geographical, Go to: http://www.geographical.co.uk/Home/index.html

You need to be aware of current global events that are related to the units you will be studying; so look out for things in the news to do with the topics we are studying. You can use Google Alerts to make this easier http://www.google.co.uk/alerts?hl=en

There are also many good websites you can use. News website are partially good at keeping you informed and up-to-date. News websites include – www.bbc.co.uk http://www.telegraph.co.uk You can also use websites like –

http://www.nationalgeographic.com/

http://www.geographyalltheway.com/

http://www.gatm.org.uk/

Finally, there are a plethora of websites offering you help with the subject content. Many will cover topics you don't study and most are based on the old specifications or different exam boards so check the content is relevant to you when using these sites. This is a list of the web sites that are currently being prepared for the new Geography AQA specification for 2016.

www.geographyiseverything.co.uk

www.scoolgeography.com

2. Knowledge and Skills topics.

A) Drainage Basins

Pre knowledge topic – How to answer questions on drainage basins (and other) processes.

Historically in the Water and Carbon cycles section of the exam paper they will have a question that relates to a drainage basin process. As there are many processes that take place in a drainage basin it is more than likely that this sort of question that will come up in your exam (although it is not 100% certain). When answering questions on drainage basin processes it is essential that you are able to make it as simple for the examiner to give you full marks. There is no quick fix in terms of leaning the processes. This takes time and some effort from yourself. However, if you present the processes in this example format you will be well on your way to leaning the processes and also giving yourself the best chance to gain full marks in the question.

Drainage Basin task

The drainage basin and hydrological cycle: the water balance.

With some extensive research this is quite an easy task.

You are to create an A3 poster with a detailed annotated diagram explaining the Water cycle and how it works. However, this also has to have the drainage basin incorporated into it as the two are linked.

There should be a clear process to the cycle and should be in extensive detail making it easy to follow and explain. Use the Glossary for key terminology. The poster should be clear and in extensive detail. Within this you need to incorporate key words that are defined (a good idea is to have flaps with the key term on one side and then the definition under it). Make it bright bold and clear so it is an easy and "fun" revision tool.

For some information on the drainage basin and the hydrological cycle you can start here https://www.tutor2u.net/geography/reference?level=3000. You can also try searching Google.

B) The global carbon cycle.

With some extensive research this is quite an easy task.

You are to create an A3 poster with a detailed annotated diagram explaining the Carbon cycle and how it works. However, this also has to have human impacts annotated onto it as humans have a significant impact on the global carbon cycle.

There should be a clear stores and transfers to the cycle and should be in extensive detail making it easy to follow and explain. Use the Glossary for key terminology. The poster should be clear and in extensive detail. Within this you need to incorporate key words that are defined (a good idea is to have flaps with the key term on one side and then the definition under it). Make it bright bold and clear so it is an easy and "fun" revision tool.

For some information on the carbon cycle you can start here https://www.tutor2u.net/geography/reference?level=3000. You can also try searching Google.

Glossary for Water and Carbon

Afforestation	
Antecedent conditions	
Aquifer	
Atmosphere	
Carbon Budget	
Carbon sinks	
Carbon Sequestration	
Carbon source	
Catchment area	
Combustion	
Cryosphere	
Decomposition	
Deficit	
Discharge	
Drainage basin	
Dredging	
Dynamic equilibrium	
Evapotranspiration	
Field capacity	
Flocculation	
Flood Abatement	
Flood forecasts	

Flood interception schemes	
Groundwater storage	
Hydrograph	
Hydrosphere	
Infiltration rate	
Intercepting Channels	
Interception storage	
Lithosphere	
Magnitude	
Photosynthesis	
Regime	
Respiration	
Stemflow	
Stormflow	
Strata	
Surface storage	
Surplus	
Urbanisation	
Velocity	

Water budget	
Water table	
Watershed	
Weathering	

C) Coasts

http://www.onegeology.org/extra/kids/images/tides.jpg

Independent Research

1. How does the geological structure of the coast influence the development of coastal landscapes?
   http://www.bgs.ac.uk/discoveringGeology/geologyOfBritain/viewer.html

2. What effect will sea level rise have on coastlines?

   http://www.theguardian.com/environment/sea-level

   https://www.bgs.ac.uk/discovering-geology/climate-change/impacts-of-climate-change/

3. Why is Bangladesh so at risk from coastal flooding?

   http://www.bbc.co.uk/schools/gcsebitesize/geography/water_rivers/river_flooding_management_rev6.shtml
   https://www.coolgeography.co.uk/A-level/AQA/Year%2012/AS_CaseStudy_Guide.pdf

4. Find four images representing a range of mass movement along the coastline. Annotate them in detail and include examples of where they have occurred around the world

5. What is the difference between eustatic and isostatic sea level change?

Pre Knowledge Topics - Coasts

1. Use GIS (Google Earth) to map of a variety of coastal landscapes in the UK and around the world

2. Draw field sketches of contrasting coastlines

3. Annotate images to show a range of approaches to coastal management and their environmental impact

4. Create a map of the sediment cells around the UK

5. Sketch and annotate a recurved spit to show its formation

6. Annotate diagrams to show the different types of erosion and transportation at the coast

7. Draw sketches of concordant and discordant coastlines

8. Draw and annotate the formation of a stump

Coasts glossary

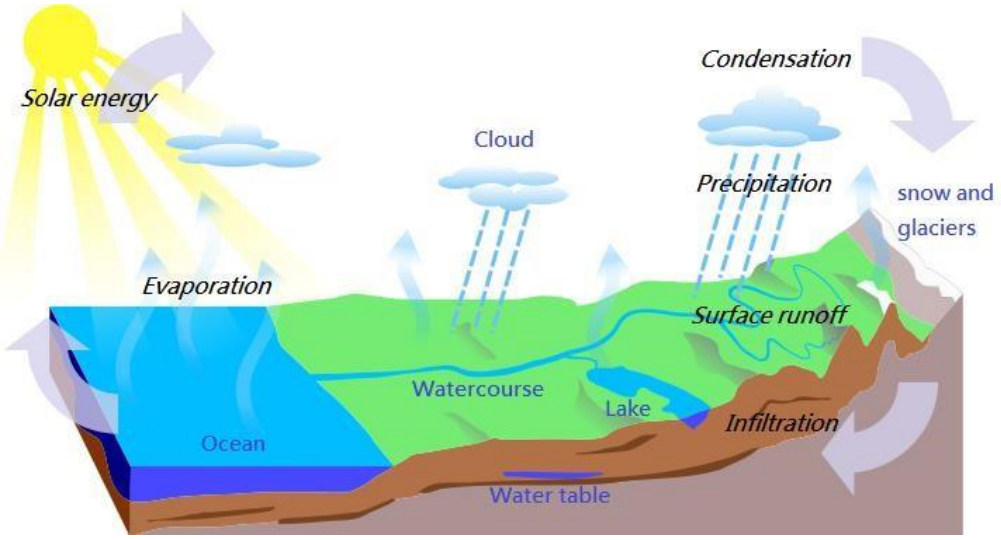
Find the definitions for the following

Term	Definition
Accretion	
Berm	
Blow –hole	
Breaching	
Char	
Cusp	
Cuspate foreland	
Deltas	
Differential erosion	
Downdrift	
Dunes	
Eustatic	
Fiord	
Flocculation	

Geo	
Halophytes	
High energy coast	
Isostatic	
Isthmus	
Longshore drift	
Low energy coast	
Mass Movement	
Recession	
Recurrence interval	
Ria	
Saltation	
Sediment cell	
Sediment sink	
Spring tide	
Subaerial erosion	
Surges	

Swell	
Tidal Range	
Updrift	
Wave cut platform	
Wave refraction	

D) Water Cycle/ Water Insecurity



http://quagroup.com/wp-content/uploads/Water_Cycle-en.png

Independent Research

1. What affect can humans have on the hydrological cycle?

2. What is a storm hydrograph and what factors can impact it? (Physical and human)

3. How have humans contributed to drought in Australia?

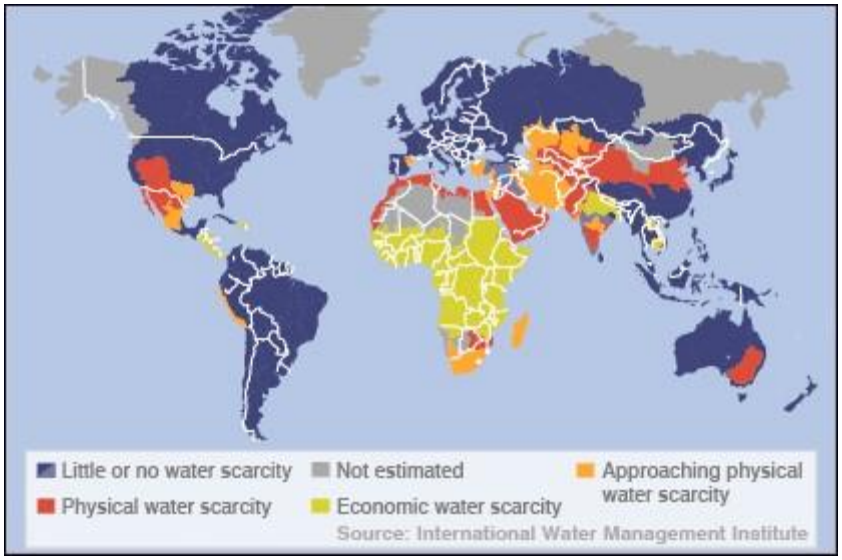
4. How might climate change impact the hydrological cycle?

5. What are the human and physical causes of water insecurity?

http://www.fao.org/nr/water/issues/scarcity.html
http://www.fao.org/nr/water/docs/wwd07brochure.pdf

6. Draw the hydrological cycle and label its inputs, outputs, stores and flows

7. Analyse patterns of water scarcity shown on this map:



(http://news.bbc.co.uk/1/hi/sci/tech/5269296.stm)

8. Find an image of a dam and annotate with its advantages and disadvantages

9. Using the following website, which areas of the UK are most at risk of flooding?
http://watermaps.environment-agency.gov.uk/wiyby/wiyby.aspx?topic=floodmap#x=357683&y=355134&scale=2

10. Sketch a map of the River Nile with its main tributaries, annotate with key characteristics e.g. major dams, major population centres, political boundaries.

11. What issues may be present when a river flows through more than one country?

12. Why are treaties like 'The Helsinki Rules on the Use of Water' important in managing water supply?

13. Find the definition for the following words:

Aquifer	
Desalination	
El Nino	
Economic scarcity	
Geopolitical	
High pressure	
Irrigation	
La Nina	

Physical Scarcity	
Prevailing	
Privatisation	
Rain shadow	
Relief rainfall	
Riparian	
Salinity	
Spatial imbalance	
Streamflow	

Virtual water	
Water pathways	
Water rights	
Water scarcity	
Water stress	
Water wars	
World water gap	

E) Globalisation

KEY INFORMATION

In the last 30 years, globalisation has taken a real front seat in the concepts taught at A level geography. Changes in economy are at the forefront however changes in the environment, culture, demographics and politics of the world are also important and impact on areas at a range of scales.

Key past influences

- Since the discovery of the Americas, world trade and economy began to take shape.
- The colonialism of certain countries enabled the British Empire to control ¼ of the world bringing along British culture.
- The founding of the United Nations after the first world war allowed countries to work together easily.

Continued influences and evolution of globalisation

- Transnational Corporations (TNC): These are top firms with HQs usually in HICs however operate all over the world and are globally recogised (Coca Cola, Disney, Apple).
- Internet and IT: These have allowed design and manufacturing to be faster and easier. Jobs that typically humans would have done are now done online by less people- Allowing many high tech industries to be "footloose" and not reliant on being near by a resource or labour force.
- Transport: Now quicker, more efficient and low cost. The arrival of the 747 in the 1960s has revalutionised trade and movement of people.
- Growth of markets: Increase in urban living means more demand for trade, services and products.

TASK

Spiderman- a comic superhero, has been reimaged for an Indian audience.

1. Research the characteristics of this Spiderman that are Indian rather than American.
2. What is the difference between economic and cultural globalisation? What does this Spiderman represent?

Global groupings

- Trade blocs: To trade easily between countries, certain agreements have been created. Examples are EU, NAFTA, CARICOM

- Economic groupings: Countries are grouped together based on wealth and power. Example are LICs/HICs (LDC or HDCs), NICs, OPEC and OECD.

TASK

2. What do the acronyms above stand for?

TNCs and Trade aims

- They tend to operate where labour is cheap and regulations are lacking
- To gain government grants from countries that are attracting new business
- They operate inside local trade barriers and avoid tariffs
- They like to be near markets

Positives to TNCs

- Raising living standards – TNCs invest in the economies of many NICs and LICs
- Transfer of technology – south Korean firms e.g. Samsung have learned to design products for foreign markets
- Political stability – investment by TNCs has contributed to economic growth and political stability e.g. China
- Raising environmental awareness – due to large corporate image TNCs do respond to criticism e.g. Starbucks have their sustainability campaign

Negatives to TNCs

- Tax avoidance – many avoid paying full taxed in countries they operate in through concessions, e.g. Starbucks and Amazon
- Limited linkages – FDI does not always help developing nations economies
- Growing global wealth divide – selective investment in certain global areas is creating a widening divide e.g. Southeast Asia vs. sub-Saharan Africa
- Environmental disaster and destruction – example of Bhopal, India disaster in 1984

TASKS

3. Create an annotated photo of either your family car or your living room with the various places where the parts/ features were manufactured.
4. Choose an example of a TNC and create a timeline of events since their foundation as a company. What have been the benefits that the company has brought to the countries involved. Examples could be Nike, Mattel, Disney or Tesco.

Networks and hubs

The term 'global network' refers to links between different countries in the world, this includes – flows of capital, traded goods, services, information (and people). Some areas are well connected i.e. high income areas, others poorly i.e. low income areas.

- A network is a model that shows how places are linked together. E.g. London Underground.
- A global hub is used to describe a place which is especially well connected. Connections between these hubs are called flows and include:

  Money- as major capital flows are routed through global stock markets

  Raw materials - e.g. food and oil traded between nations

  Manufactured goods and services - value of world trade is $70 trillion

  Information - internet has brought real-time communication between distant places

  People - movement of people still an issue due to border controls and immigration law

TASK

5. Create a case study of Easyjet- an example of a shrinking world. Include some background information, role of technology and current impact of the company.

Being switched off

- Many countries in the world are unable to access global networks.
- Specific conditions have caused them being switched off.

Physical	Human
- Poor soil for farming - No coastline puts investors off as trade is harder - Vulnerability to hazards and climate change	- Low skills of the population - Poor literacy rates - Politically instability - Civil war

F) Rebranding

KEY INFORMATION

Why rebrand?

There are many reasons why areas need to rebrand and change their image. Some key definitions are:

Regeneration- This is the physical change of an urban or rural area. The intention is to attract investment and bring economic wealth in the area and bring in more visitors.

Re-Imaging- How areas construct and promote a more positive image to increase its popularity.

Rebranding- Helping change to the area to be more attractive to a different target audience.

Before an area rebrands itself, it must look into the following aspects:

- Environmental factors- improving derelict infrastructure
- Social factors- overcoming cycles of decline and poverty
- Economic factors- Improve investment and job opportunities
- Political factors- What money can be brought in from various initiatives and grants?

CBD in decline

- Many CBDs can fall into decline due a number of reasons
  1) Increase in rent and costs/upkeep
  2) Congestion in town centres puts people off coming in and spending money
  3) The rise of out of town shopping centres and outlets
  4) Edge of town science parks reducing the need for offices in the centre of town.

TASKS

1. Create a cycle of decline for a town where the CBD is suffering. What are the knock on effects?
2. Using the photo of Birmingham below, research how the city has transformed itself.

Decline in countryside villages

Although many countryside areas are deemed as idyllic, the rural community has been hit with many crisis' and images of village life has been portrayed as difficult and sometimes boring. This is due to:

- Wide spread coverage of the food and mouth scandal in 2001, showing the nation horrible images of burning dead animals.
- Pressure groups and coverage of hunting
- Bad reputation- boring, sleeping, backward and unfriendly

This decline has led to a number of challenges for rural areas

- Affordable housing- often large farm houses or bought as second homes. This prices out first time buyers and a younger market

- Depopulation- younger residents moving out because of house prices, university or for job opportunities elsewhere.
- Changes in agriculture- low pay, long hours and increase of mechanisation
- Transport- difficult access and lack of reliant public transport

Previous coalmining areas

Between 1984 and 1997, 170,000 coal mining jobs were lost in England. This has led to a number of challenges in a previous thriving community:

- Ground contamination from the mines and now areas of dereliction
- No grounding for entrepreneurial skills or education as the population went into the coal mining business.
- Long term illnesses sue to the amount of time spent by some in the mines.

Seaside issues

Synoptic link- Tourism! As resorts tend to be seasonal in the UK, this has led to the decline of many seaside resort.

TASK

3. Create a timeline of decline for Blackpool. What have the impacts been? Have there been attempts to improve the area?

Rebranding strategies

Key definition- A stakeholder is an individual or group that has an interest in a particular project. This would be economically or emotionally.

Two types of approaches

- Top down approach where decisions are made by the authorities and then imposed on the specific people or places. The good things about this approach are that many considerations would be looked at and focus of the plans will be strategic.
- Bottom up approach is based on listening to locals and coming up with solutions. The advantage to this is that local will be in control and closely involved with the plans.
- A partnership approach is where a group of people come up with plans however they are made up from many stakeholders and will represent public, private and voluntary sectors.

Rural rebranding strategies

The countryside has a lot to offer and it is important that it is conserved and kept the way it is otherwise it would lose its appeal. When rebranding a rural community you have to think about:

Different strategies used to rebrand the countryside

- Creating a food town
- Diversifying the farm land- such as paintballing or festivals
- Growing organic crops
- Rural heritage and tourism
- On farm tourism- horse-riding, clay pigeon shooting or B&Bs
- Rural energy- HEP or solar plants ✓ Farm shops

Case study – Eden project, St Austell

Who were the stakeholders involved with its development?

Has the development been a success? Why?

<u>Urban rebranding strategies</u>

Towns and cities thrive on culture and heritage in the UK and when rebranding, it is important to harness these features.

- Technology led enterprise
- Sport, art and culture- such as the Tate Modern at Margate
- Improvements ion retail- Bullring in Birmingham

- Improvement in public transport
- Themed events throughout the year- Christmas Markets are popular
- Food cities
- Redevelopment of warehouses- such as Royal Victoria docks and Docklands

✓ Creation of sustainable cities- Curitiba

Case study – Curitiba, Brazil

Task: Research ways in which Curitiba has developed with sustainability in mind.

Evaluation involves looking at an area before and after rebranding

1) Rebranding processes should begin with a detailed assessment, measuring the economic, environmental and social state of the place before rebranding starts.
2) Later evaluations can then measure any changes by comparing data – e.g. whether more residents are happy with the facilities after rebranding. They should also take into account the impact on different groups – e.g. local businesses and visitors.
3) Comparing the data can be a good way of measuring whether the rebranding has been successful, but it can never be completely reliable – e.g. residents might be happier, but that could be because the resident who weren't happy with the rebranding have moved away.