



St Benedict's
Sixth Form

GEOGRAPHY

A Level

TRANSITION PACK





St Benedict's Sixth Form

Baseline Assessment

During the week beginning 25/9/23, an assessment will be undertaken to consider suitability for the course. The assessment will comprise of:

- A review of summer work
- Assessment of a preliminary task that you will produce in the first three weeks.
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Task 1 - Physical Geography

You will do 3 physical Geography topics over the 2-year course. One of them (Hazards) is similar to the hazards course you did in GCSE. The difference is the amount of detail needed when explaining how & why volcanoes, earthquakes and storms happen. For example, we look at why magma at different places is different, which affects the explosiveness of different types of volcanoes, and what they then do the local area.

Hazards



1) The concept of hazard in a geographical context

Plate tectonics

Checklist- Write definitions of each of the terms that are UNDERLINED.

I can explain the concept of a <u>natural Hazard</u> .	
I am able to explain the difference between a <u>geophysical</u> , <u>atmospheric</u> and <u>Hydrological</u> Hazard.	
I understand the terms <u>fatalism</u> , <u>prediction</u> , <u>adjustment/adaptation</u> , <u>mitigation</u> , <u>management</u> , <u>risk sharing</u> and how they show different human responses to hazards.	
I can explain the structure of the earth and the characteristic of each of the three interior layers.	
I am able to draw annotated diagrams to show the formation of different plate boundaries and their associated landforms (<u>Destructive</u> , <u>constructive</u> and <u>conservative</u> plate margins.)	
I can explain how one volcanic or one seismic event will have different impacts: <u>primary/secondary</u> , <u>environmental</u> , <u>social</u> , <u>economic</u> , <u>political</u> .	



St Benedict's Sixth Form

Complete the task below, use some of the suggested reading material and websites to support your learning.

- 1) Name the three types of natural hazards, and give examples of each.
<https://www.youtube.com/watch?v=xYSH-95VILc>
- 2) Create a vocabulary sheet / quizlet revision cards to define the key concepts associated with human responses to hazards (3rd row of the checklist table above).
- 3) Draw an annotated diagram to show the key features of the earth's structure, create an additional diagram to show how convection currents in the earth's interior cause plates to move.
https://www.youtube.com/watch?v=AHF_ZVj798g
<https://www.youtube.com/watch?v=ryrXAGY1dmE>
- 4) Draw annotated diagrams to show the formation of different plate boundaries and their associated landforms.
- 5) Create a case study profile of either a volcanic or seismic event you have studied at GCSE, use the template below to ensure you research it in enough detail. (Suggested examples Mount ST Helens, Monserrat, the Japanese Tsunami or Nepal earthquake.)

Name of Hazard Tectonic setting- Type of plate boundary (Diagram) Development of country Magnitude of event	Location- Map
Impacts on People EG- Death toll, Number of homes destroyed etc	Impacts on the economy (money) Cost to economy/ Building damage/Aid needed
Impacts on the environment (Physical and human) Loss of habitat/Physical impacts (Flooding, wildfire, landslide etc)	Response- How was this event managed on a local, national or international scale?

Suggested support material

https://www.youtube.com/watch?v=2HoTK_Gqi2Q

<https://www.youtube.com/watch?v=xjIPmSXj24Y>

<https://www.tutor2u.net/geography/collections/a-level-notes-physical-hazards>

http://www.coolgeography.co.uk/A-level/AQA/Year%2013/A_Level_Revision.htm



St Benedict's Sixth Form

Task 2 - Human Geography

A Level Geography Summer Independent Learning –Global Systems & Governance

Human Geography at A level uses your learning at GCSE as a base to then learn about some more advanced concepts, some of which have a philosophical element. More of the human course is 'new' to you, so can be more interesting to many students.

At GCSE students learn that globalisation and the links it creates is happening at an ever-increasing pace. They examine how it may spread wealth and power in beneficial ways, but also that there is widespread concern about the way in which globalisation impacts on economies, societies, and environments, including the impacts of TNCs. Elements of this theme are pursued at A-level under the heading International trade and access to markets, although the focus is narrower. Students look at the factors and dimensions of globalisation and consider both the benefits and costs of globalisation, including the effects on the international labour market. The nature and role of TNCs is evaluated, and the features of world trade are examined. Strategies for resolving globalisation problems are considered with a focus on the governance of global commons E.g., Antarctica.



The Global Commons are resource areas that lie outside the political reach of any one nation-state. The following 4 recognised, global commons are available for the use and benefit of all people –

1. the high seas
2. The atmosphere
3. Antarctica
4. outer space



St Benedict's Sixth Form

As a geographer, you need to look at the different reasons why these areas are important to humans, how they are threatened and say why shared 'common access resources' of any type are likely to be over exploited. The focus of this project is going to be Antarctica.

Checklist- Write definitions of each of the words underlined.

I can explain the concept of the <u>Global Common</u>	
I can explain the meaning of the <u>Tragedy of the Commons</u>	
I can give the aims of each of these organisations in protecting Antarctica: United Nations, United Nations Environment Programme (UNEP), International Whaling Commission, Antarctic Treaty, Convention for the Conservation of Antarctic Marine Living Resources (CCAMLR) and Scientific Committee on Antarctic Research (SCAR)	
I can explain why we need to <u>Govern</u> Antarctica and why it is threatened.	
I can evaluate <u>Non-Governmental Organisations</u> roles in protecting Antarctica	
My work is A Level Ready: a range of ideas are explained and developed in detail; keywords are accurately used throughout; it has clear headings/sub-headings; presentation is something to be proud of.	

Complete the tasks below, use some of the suggested reading material and websites to support your learning.

1. Create a project – either paper based, or computer based (PowerPoint/Word) on Antarctica as a Global Common.
2. Your project must include all areas on the checklist in the table above (tick them off as you go). A clearer list can be seen below:
 - A) Introduction to the “Global Commons”
<https://globalcommonsalliance.org/global-commons/>
 - B) Explain the concept of the “Tragedy of the Commons”
 - C) Antarctica’s Location and Geography
<https://www.coolantarctica.com/>
 - D) Antarctica’s Climate
<https://www.coolantarctica.com/>



St Benedict's Sixth Form

3. Once you have finished the general location of Antarctica and stated the meaning of the global commons you need to look at the threats that Antarctica is currently at risk from:
 - E) Threats to Antarctica arising from Climate Change
 - F) Threats to Antarctica arising from Whaling / Fishing
 - G) Threats to Antarctica arising from its rich Mineral Resources
 - H) Threats to Antarctica arising from Tourism
4. Upon completion of the basics, you need to look at how Antarctica is Governed and if the governance has been successful.

You must meet these criteria in the sections listed below:

- Explain what the aim of each organisation is, in its role to protect antarctica
 - Say how it Governs Antarctica
 - What are the successes of the organisation?
 - What are the failures of the organisation?
- I) Global Governance of Antarctica – The UN / UNEP
<http://web.unep.org/about/>
https://www.un.org/en/development/desa/policy/untaskteam_undf/thinkpieces/24_thinkpiece_global_governance.pdf
 - J) Global Governance of Antarctica – The IWC (International Whaling Commission)
<https://iwc.int/home>
 - K) Global Governance of Antarctica – The Antarctic Treaty
<https://www.rgs.org/OurWork/Schools/School+Members+Area/Ask+the+experts/The+Antarctic+Treaty.htm>
<http://discoveringantarctica.org.uk/how-is-antarctica-governed/the-antarctic-treaty/>
<https://www.state.gov/t/avc/trty/193967.htm>
<https://iaato.org/home>
 - L) Global Governance of Antarctica – The Convention for the Conservation of Antarctic Marine Living Resources (CCAMLR)
<https://www.ccamlr.org/>
 - M) Global Governance of Antarctica – Non-Governmental Organisations
<https://www.wwf.org.uk/where-we-work/places/antarctic>
<http://www.greenpeace.org/international/en/news/Blogs/makingwaves/protecting-antarctica-the-heart-of-the-ocean/blog/40529/>
<https://oceanites.org/oceanites-funding/>