

## **'A' level Geography Study Skills**

'A' levels are different from GCSE and you will find that you are working at a higher intellectual level. Each student is an individual and will work differently. You will need to discover what works best for you.

To succeed at 'A' level you will need to ask yourself a few questions about your study skills.

*When do you work best?  
Where is it easiest to study?  
How does your mind work?*

### **Get the timing right –**

Do you work best in the morning, afternoon or evening?  
Perhaps you learn most 'burning the midnight oil'.  
Short spells of time are more effective than long spells.  
*Manage your time carefully-devote extra time to improve or practise your weakness.*

### **Get the location right –**

Can you work well in the common room?  
Do you like background noise?  
Do you like complete silence?  
Do you shut yourself in your room?  
Is the lounge or the dining room table most comfortable?  
Do you prefer natural light?  
Do you have your equipment to hand – texts, files, paper?

### **Get yourself in the right frame of mind –**

- Think positively you are already a success – you have passed your GCSE's.
- Focus on your strengths – what are you good at?
- Set goals (targets) and rewards – Make sure your goals are achievable and measurable. This is necessary to increase your self-esteem and self-confidence. Your goals need not be huge and the rewards may be tiny – like phoning a friend after reading a passage.
- Learn to make learning a pleasure – it is not a chore but a way of improving yourself. You have made a decision to study for 'A' level so you owe it to yourself to find time to do the job properly.
- Get into a good habit – that includes organising your time from the beginning, keeping on top of your notes and watching TV documentaries, reading newspapers and visiting internet websites.

***Believe in yourself***

# SKILLS TO DEVELOP

Create your comfort zone before your start studying –

- Have a drink and something to eat
- Go to the loo
- Maintain a good posture
- Have an adequate sleep

Skills you will need to develop –

**1. Listening** – How do you listen? Remember it is conscious concentration.

When listening consider this framework –

- What is the main idea?
- What evidence supports this?
- What links are there with my existing knowledge?
- What is being stressed?

Use this framework to summarise your notes - Listen-Question-Review

**2. Reading** –

When reading consider the following questions –

What is the materials like? (difficult or easy to read)

How important is it? (this must be read or this might help)

How new is it? (have I prior knowledge of this topic?)

What are my circumstances? (lighting, surroundings, time, other priorities, frame of mind).

How can I learn to read more effectively?

- Set a goal – it may be short or long term depending on what you are reading for.
- Learn to speed read – practise your reading

**3. Note taking** –

Notes should follow the syllabus and be made by you for your use. Physical and human should be in separate files and each topic should be separated by file dividers. Use plastic wallets to add magazine or newspaper articles for each topic. Remember notes from books, videos, news items should be added. All notes should be easy to read, flexible, personal and easy to follow.

Consider the following –

- Use colour and highlight
- Link to syllabus and add links to other topics
- Neat and easy to read
- Structured by adding file dividers
- Make diagrams large with labels and title.

Use the following **strategies** to summarise your notes –

- Concept mapping
- Mind mapping
- Diagrams
- Sketch maps
- Revision cards

A variety of methods is important and benefits memory –

1. Summarise in your own words (use sketches, diagrams, illustrations, cartoons)
2. Make notes relevant
3. Use different colours and fonts
4. Use different note taking styles – bullets, summaries
5. Be inventive by adding colour, sketches, thought bubbles, newspaper articles.

**DON'T WRITE EVERYTHING DOWN** – listen rather than write.

### **Subject specific vocabulary**

All terms stated in the resource can be used in the exam. The list includes only the geographical terms stated in the specification.

**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.

**Impacts** 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.

#### **4. Learning –**

Learning consists of the following :

- taking in new ideas and making sense of them
- thinking through new ideas and fitting them in alongside what you know already
- expressing these new ideas by talking and writing about them.

#### **The Learning Model –**

1. What do you know already? - when a teacher starts a new topic, what do you know already?
2. What is the learning objective? – what do you need to achieve by the end of the lesson?
3. What and how is the information to be recorded? – In what form will the notes take?
4. What type of learning is it? – Facts, Concepts, Models, Rules, Application
5. Which do I find easy? Which do I find difficult?
6. Have I understood the topic? – read through your notes and check you understand
7. What inter relationships can you make? – where does the work fit in?

<b>SUMMARY – EFFECTIVE LEARNING INVOLVES GOOD PRACTICE</b>
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| <ul style="list-style-type: none"><li>• Organise your time well</li><li>• Practise the skills you need</li><li>• Adopt the learning model for each new topic</li><li>• Identify how the topics inter-relate</li><li>• Learn thoroughly</li><li>• Pick out the approach that best suits you and stick to it</li></ul> |
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## Problems to learning

<b>Problem</b>	<b>Solution</b>
Motivational Problems - Low Marks	Use low marks as a spur to improvement – but remember they are a symptom of some other problem
Teaching Problems - Teaching is too fast or too obscure, badly taught or boring.	Speak to your teacher to identify strategies to cope
Organisational Problems - Can not see how it is related to the Geography syllabus	Use a filing system which identifies the parts of the syllabus – file dividers for each individual topic is a good idea.
Learning Problems - Did not understand previous material	Stop studying the new topic and relearn the previous material

### **Other problems –**

- Concentration declines as the study session progresses
- Concentration increases slightly as the session is about to end

**Solution** – if you work in structured study periods where there are planned breaks, this helps concentration and memory. Make the study periods no longer than 30 minutes and the breaks 5 to 10 minutes.

## HELPING YOURSELF

If your studying has hit a slow patch and you need to increase your motivation and concentration, use some of the strategies below:

1. **Rewards** – the ultimate reward for most people is exam success, but because this is so distant for most of the year, try linking an achieved objective to some leisure activity.
2. **Making a public commitment** – if you tell someone else about your objectives for the week and enlist their support, you will find the fact that you have made a commitment will keep you on course.
3. **Break up the task** – use goals and objectives to make work more manageable
4. **Do anything** – a good way to ease into study is to do something, no matter how obscure, that is related to your task; once you have started you can shift to the real task.
5. **Looking for success** – choose a task that is small and which you can master; your success will help to re-motivate you.

# REVISION TECHNIQUES

Hints for good practice -

1. study old exam papers and specimen questions
2. make a revision timetable
3. give each session a clear learning objective or goal
4. get your notes in order
5. condense your notes to key words
6. make up your own questions
7. practise past questions against the clock.

Strategies –

**Mind mapping** (spider diagrams and brain storming)

Read through your notes and decide on the most important aspects. Write these aspects and the points linked to them. Highlight the most important aspects by using colours, fonts and diagrams. Advantages of this technique = provides useful revision notes for identifying key points. It is good for essay plans, exam questions and enquiry structure.

**Concept mapping** (a scientific approach)

This method is used to discover inter-relationships

1. List the key concepts associated with the topic
2. Place them on a piece of paper
3. use arrows to show how the concepts are linked
4. Continue to use arrows to show inter-connections. Connecting words may be used to add conceptual understanding.
5. Re-arrange this concept map into a logical sequence to aid understanding or essay planning.

Advantages include it is a scientific method which is meaningful and accurate, it identifies hierarchies of importance, it allows you to apply relevant examples and case studies, it is used for the summation of topics.

**Pictorial notes** (benefits a photographic memory).

1. Convert notes into sketches – sketch as a frame
2. Add detail to the frame.

**Fact cards** – (buy or make your own).

1. Read your class notes. Underline the most important words (be ruthless).
2. Transfer your underlined words on to a margin of a sheet of A4. Next to each word write your own explanation of the term, a comment or example.
3. Cover the margin and try to remember the key word or phrases.
4. Transfer these notes on postcards – condensing your notes. Carry them round with you for when you have a spare moment.

(Get together with your friends and make/swap cards for different topics).

**Develop Acronyms** (or word association or stories).

You should know what Richard Of York Gave Battle in Vain means but what about CLORPT or PEPSE?

Now think or develop your own.

**Systems diagrams** (flow diagrams) - Particularly useful for physical geography.



<b>SUMMARY OF REVISION TECHNIQUES</b>
<ul style="list-style-type: none"><li>• Condense your notes using one of the above strategies</li><li>• Organise, Summarise and Learn by repeat, review and revise</li><li>• Test yourself using past questions under timed conditions</li><li>• Make sure learning sessions do not exceed 30 minutes.</li></ul>



## How do I write a good essay?

Many students have a negative attitude towards essay writing. They consider it a chore, leave it to the last minute and do not treat it with the time and concentration it deserves.

If you follow the advice below, your essay writing technique will improve. Your marks will improve, as will your confidence and self-esteem and the negative attitude towards essays will gradually disappear.

Good essays are well-defined with all the basic elements. The best essays display individuality and flair.

### Plan

It is not easy to plan an essay but it is a skill that needs to be developed by hard work. Essay plans should be about one side of A4 – use three headings Introduction, Expansion and Conclusion. These are the three building blocks of an essay and give the essay a beginning, middle and end.

### Introduction

Your introduction should be nearly half of A4.

It should contain –

- Definition of the essay title
- Quotations or paraphrases
- The idea or viewpoint that you wish to explore
- Something of interest – from TV, newspaper or your own experience.

Read the essay title carefully and decide on your theme. Are you supporting the essay title or not?

Set the scene for your argument.

Your introduction should *interest the reader, define the title and set the scene.*

### Expansion

You need to include relevant theory and support it by appropriate case studies. Choose only the most appropriate part of the theory and case study at the correct scale.

Your expansion develops your argument or discussion. Each paragraph should develop one idea. Do not write a list – you will be mentioning everything you have learnt rather than answering the question. All aspects of the title should be developed.

## Conclusion

Your conclusion should be considered and balanced. Agree or disagree or compromise with the essay title. You may wish to modify the wording of the title.

**Keep the essay title in mind throughout.**

Essays will assess two assessment objectives –

AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.

AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.

## Command Terms

Make sure you know the following command terms and underline it to keep your essay on track.

**Analyse** Break down concepts, information and/or issues to convey an understanding of them by finding connections and causes and/or effects.

**Annotate** Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling).

**Assess** Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.

**Compare** Describe the similarities and differences of at least two phenomena.

**Comment on** Make a statement that arises from a factual point made – add a view, or an opinion, or an interpretation. In data/stimulus response questions, examine the stimulus material provided and then make statements about the material and its content that are relevant, appropriate and geographical, but not directly evident.

**Contrast** Point out the differences between at least two phenomena.

**Critically** Often occurs before ‘Assess’ or ‘Evaluate’ inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.

**Define..., What is meant by...** State the precise meaning of an idea or concept.

**Describe** Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else.

**Discuss** Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.

**Distinguish between** Give the meaning of two (or more) phenomena and make it clear how they are different from each other.

**Evaluate** Consider several options, ideas or arguments and form a view based on evidence about their importance/validity/merit/utility.

**Examine** Consider carefully and provide a detailed account of the indicated topic.

**Explain.., Why.., Suggest reasons for...** Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes.

**Interpret** Ascribe meaning to geographical information and issues.

**Justify** Give reasons for the validity of a view or idea or why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions.

**Outline..., Summarise...** Provide a brief account of relevant information.

**To what extent...** Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.

## Examination Essay

**The Plan** – should take about three minutes (the most important three minutes). Complete a plan including Introduction, Exploration and Conclusion. Exploration must include the main words and concepts you wish to include.

### Write the essay –

A well-planned essay will give you time to think and write efficiently. You may not be able to write flat out.

**Time** – this is very important in exams.

It will depend on –

- The type of question – is it an opinion or evaluation essay,,
- How much time you have – keep an eye on the clock,
- What marks are allocated – spend time appropriately,
- Practice – makes perfect

**Style of writing** – clarity of communication is vitally important. You should be clear and concise.

Write simple sentences and use geographically terminology.

<b>SUMMATION</b>
<ul style="list-style-type: none"> <li>• Plan</li> <li>• Refer back to title</li> <li>• Structure into three parts</li> <li>• Don't write down everything you know</li> <li>• No lists</li> <li>• Include analysis and evaluation</li> <li>• Use examples and case studies</li> <li>• <b>BE SIMPLE, CLEAR AND RELEVANT.</b></li> </ul>

## What examiners do not like?

<p><b>Doesn't answer the question</b></p> <p>It is not what you know that counts. You must link it to the question. Common mistakes include:</p> <ul style="list-style-type: none"> <li>• Failure to recognise key terms</li> <li>• Failure to write to command words</li> <li>• Putting information down because you have revised it rather than because it's relevant</li> <li>• Failure to put both sides of an argument</li> </ul>	<p><b>No depth</b></p> <p>Geography is a content-rich subject and most longer answers call for a place-specific case study. Try to do the following:</p> <ul style="list-style-type: none"> <li>• Use case studies and theory to support your answers</li> <li>• Use the correct geographical terminology</li> <li>• Make links to other topics in the syllabus</li> </ul>
<p><b>Ran out of Time</b></p> <p>There is a tendency for many students to spend longer on their 'favourite' question because they think they can do better that way. The result is a long first answer, a short second, a partly completed third and a scrappy fourth, written in note form. <b>YOU MUST SPEND adequate TIME ON EACH section.</b> Use the marks awarded as guidance.</p>	<p><b>Poor Presentation</b></p> <p>Exam pressures put a strain on your presentation but you should avoid the following wherever possible:</p> <ul style="list-style-type: none"> <li>• No structure</li> <li>• Poor use of paragraph breaks</li> <li>• Written in note form rather than sentences</li> <li>• Illegible handwriting</li> <li>• Sketch maps which lack annotated detail</li> </ul>

# Exam Marking and Essay Marking

## **Level marking** – structured questions

Longer structured questions which ask for case studies, or explain-type questions are usually level marked.

### **Level 4 – 16 to 20 marks**

**AO1-** Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout . Full and accurate knowledge and understanding of key concepts, processes and interactions and change throughout . Detailed awareness of scale and temporal change which is well integrated where appropriate.

**AO2-** Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question. Interpretations are comprehensive, sound and coherent.

Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout. Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.

### **Level 3 – 11 to 15 marks**

**AO1 -** Generally clear and relevant knowledge and understanding of place(s) and environments.

Generally clear and accurate knowledge and understanding of key concepts, processes and interactions and change. Generally clear awareness of scale and temporal change which is integrated where appropriate. Generally clear awareness of scale and temporal change which is integrated where appropriate.

**AO2 -** Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question. Interpretations are generally clear and support the response in most aspects. Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding.

Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.

### **Level 2 – 6 to 10 marks**

**AO1 –** Some relevant knowledge and understanding of place(s) and environments which is partially relevant. Some knowledge and understanding of key concepts, processes and interactions and change. There may be a few inaccuracies. Some awareness of scale and temporal change which is sometimes integrated where appropriate. There may be a few inaccuracies.

**AO2 -** Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question. Interpretations are partial but do support the response in places. Some partially relevant analysis and evaluation in the application of knowledge and understanding. Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts.

### **Level 1 – 1 to 5 marks**

**AO1** - Very limited relevant knowledge and understanding of place(s) and environments. Isolated knowledge and understanding of key concepts and processes. Very limited awareness of scale and temporal change which is rarely integrated where appropriate. There may be a number of inaccuracies.

**AO2** – Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question. Interpretation is basic.

Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence. Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts



APPLICATION		Level 4 16-20 (mid 18)	Level 3 11-15 (mid 13)	Level 2 6-10 (mid 8)	Level 1 1- 5 (mid 3)	
<b>A</b>	CONCL	Evaluative conclusion – applied to the context of the question	Detailed, rational and firmly based on knowledge and understanding	Clear and based on knowledge and understanding	Some sense partially based on knowledge and understanding	Very limited and/or unsupported loosely based on knowledge and understanding
	AN/EV	Analysis and evaluation in the application of knowledge and understanding	Detailed, coherent and relevant	Generally clear, coherent and relevant	Some partially relevant	Very limited. Lacks clarity and coherence
	LINKS	Links between knowledge and understanding in different contexts	Full evidence	Generally clear evidence	Some evidence	Very limited and rarely logical evidence
KNOWLEDGE		Level 4 16-20 (mid 18)	Level 3 11-15 (mid 13)	Level 2 6-10 (mid 8)	Level 1 1- 5 (mid 3)	
<b>K</b>	PL/ ENV	Knowledge and understanding of place and environments	Detailed, highly relevant and appropriate throughout	Generally clear and relevant	Some/partial relevance	Very limited
	C+P	Knowledge and understanding of concepts and processes	Full and accurate throughout	Generally clear and accurate	Some	Isolated
	SCALE	Awareness of and integration of scale and temporal change	Detailed and well-integrated	Generally clear and integrated	Some which is sometimes integrated. Some inaccuracy	Very limited which is rarely integrated. A number of inaccuracies



## Using Maps and Diagrams

Plan ahead so your diagrams do not repeat your text. Decide on what you wish to illustrate and let your writing set the scene. The last sentence you write should be the title of your diagram. Good diagrams must have a title, detailed labels, key, scale, compass point and border. Use colour and print labels to improve the presentation.

*Flow diagrams* – used to show linkage

*Pictorial diagrams* – make sure they are not time-consuming (they should be a form of short hand).

*Diagrams showing movement* can provide a better explanation than words.

*Diagrams showing development* over time are also beneficial to reduce lengthy explanations.

*Sketch maps* – should be clearly drawn and included at a relevant point.

*Annotated sketch maps* – are an aid to remembering a case study and are useful for summarising. They are beneficial in examination questions.

*Graphs* – good for showing relationships and change over time.

All diagrams should occupy the centre of the page, be boldly drawn and neatly labelled with a box surround.

SUMMATION
<ul style="list-style-type: none"><li>• Maps and diagrams used must be relevant and meaningful</li><li>• Use plenty of space</li><li>• Must be labelled carefully</li><li>• Should be an integral part of the text.</li></ul>



# How do I use Case Studies?

Geography is a spatial and dynamic subject where contemporary case studies are needed.

Where do I find case studies?

- Textbooks
- Magazines – academic journals
- Newspaper
- TV documentaries
- Internet/websites
- Your own experience e.g. Travel
- Fieldwork
- Videos/DVD's/Films

Remember to source and date each case study.

Maintain a critical eye – who has written it? For what purpose? What evidence is there of bias?

**CURRENT EVENTS ARE IMPORTANT AND IMPRESS EXAMINERS.**

RESEARCH IS UP TO YOU – Independent study is vital for top grades.

The local area is a rich source of case study material. It is a relevant area of study and helps you to develop certain attitudes and allows you to express your personal values and views. You also need local geography for your fieldwork.

**Collecting case studies** – You need to develop a disciplined approach to the collection of case studies.

Consider these questions –

- What syllabus topic require case study support?
- Do I have a case study for it?
- Is it an appropriate case study? Consider time and place.
- Can it be adapted?
- Have I knowledge at a local, regional, national and global scale?

TIPS for case study collection –

1. Bin case studies that are inappropriate = you will need to be selective and up to date.
2. Keep a diary of case studies and be well organised. Use a file of plastic wallets. Remember to include the date and source of information.
3. Use revision methods to help you remember the best case studies. Highlighting or creating revision cards can be affective.
4. Case studies need to be simplified and learnt.
5. Collect case studies that can be used by a variety of topics – inter relationships need to be developed.
6. Each essay requires at least 2 detailed case studies (preferably at different scales).
7. Cross-referencing is important – do not compartmentalise.

<b>SUMMATION – a good case study should:</b>
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| <ul style="list-style-type: none"><li>• Give precise details</li><li>• Benefit from supporting maps and diagrams</li><li>• Be up-to-date</li><li>• Utilise your experience</li><li>• Have the ability to be used for a variety of topics</li><li>• AN OVERLOAD CAN BE DAMAGING – CHOSE CAREFULLY</li></ul> |
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## ANSWERING DATA RESPONSE QUESTIONS

The aim of these questions are to assess your knowledge and ability to read and interpret.

Structured short questions have an incline of difficulty and the space provided is there for this purpose.

### TIPS –

1. Read the question thoroughly – double check and triple check
2. Understand the command words
3. Make enough points – this is determined by the space allocated, the number of marks awarded.
4. Make use of the stimulus material – they are there to be analysed.
5. Be concise, neat and tidy – think carefully about what you write. Do not rush, time will be lost rewriting or crossing out. Do not repeat the question.
6. Do not be frightened to add annotations to stimulus material or produce sketches of photographs adding detailed labels.
7. Highlight data you wish to interpret.
8. Calculators can prove useful for analysing large amounts of data.
9. Have a critical eye when given certain stimuli.  
Consider these questions – Who has written it?, For what purpose?, What evidence is there of bias?.
10. Remember to **PADL**
  - P identify patterns or trends
  - A identify anomalies
  - D use the data provided, manipulate it
  - L is for linking the data to the question

## Coursework or Non Examined Assessment (NEA)

This component assesses 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

Planning is important. You must know the final deadline but ensure you satisfy mini deadlines that are set for each component. Coursework is worth 20% of your overall 'A' level grade. You must dedicate adequate time for it. It will be set in the summer term of year 12 and will be completed by the end of the autumn term in Year 13.

Your coursework must include the following elements in the order that they appear:

1. Topic identification – it must relate to the AQA specification. Research will be required into topic, theory and study area of choice (background reading is a necessity). Decide on title, aim or hypothesis. Plan an appropriate time scale to complete all elements.
2. Data collection – make rough notes for your methodology. What problems did you encounter? Any modifications made.
3. Compiling of results. Give introduction to your teacher for checking.
4. Methodology, limitations and evaluation of methods of data collection needs to be completed.
5. Interpretation of results. Statistical, mapping and/or graph techniques are required. Initial interpretation needs to be checked by your teacher.
6. Analysis, conclusion, coursework evaluation and suggestions for improvement.
7. Adopt modifications and complete coursework.

Types of coursework are:

- Testing a geographical theory
- Comparison
- Evaluating an issue.

## Geography 'A' level Expectations

### Homework –

You will be expected to spend an equivalent of one hour in the class room = one hour of individual study. There will be formal homework that is set by your teacher in the form of data responses, essays, preparation for lessons or background research to consolidate understanding. However, individual study is vitally important.

In these instances you will be expected to:

- Consolidate lesson notes by going over your notes and expanding them by undertaking background research from books suggested by your teacher or texts found in the Geography cupboard in S3. It is strongly advised that you read a quality newspaper weekly and extract any relevant news articles. Academic journals like the Geographical Review, New Scientist and Economist are good sources of information. You may wish to watch television documentaries on subject specific channels. The BBC '10 O'clock News Special Reports often contain very relevant information. Make sure you record the date and brief outline of the story.
- Research future topics by gaining familiarity with the syllabus and identify topics that will be taught later in the course (see the appendix section of this booklet). Use this knowledge to extract information from the news, newspapers and internet. Be aware of the world around you and contemporary issues.

Remember the internet has a wealth of information to support your knowledge and understanding of contemporary issues.

Maintain a critical eye with all research – who has written it? For what purpose? What evidence is there of bias?

There are several websites you need to gain familiarity with:

Government – Environment Agency, DEFRA, Natural England, crime statistics, Foreign, Commonwealth and Development Office and the Office for National Statistics.

Local – Faringdon.org, Vale of the White Horse, Oxfordshire Council.

News – (for example) BBC news website, CNN.

Geography websites – RGS, National Geographic

Charity websites – (for example) Oxfam, WaterAid, Population Concern

Education websites – AQA.

## Preparation work for Year 12 Geography

It is important that you develop an understanding of the world around you and gain knowledge of contemporary issues. To help you do this, your summer holiday homework will develop the skills of a 'sense of place'.

We would like you to read this study booklet thoroughly and gain familiarity with what is expected of you in the coming year. We would like you to focus on the specification at the back of the booklet. Mr Titcombe will be teaching the Coastal systems and Hazards modules and Mrs Button will be teaching the Places and Urban environments modules.

### Activity 1: Human geography work activity

#### Places activity – developing a 'sense of place' of your locality.

In human geography we will be starting with our locality – Faringdon and its surrounding area.

Your task will be to investigate Faringdon, developing geographical skills in the process.

1. Introduction – prior to any research write at least a paragraph of 'what Faringdon means to you?'
2. Research the meaning of the settlement name 'Faringdon'
3. View a geology map to find out Faringdon's site.
4. Write a brief history of Faringdon – visit the Faringdon Community website <http://www.faringdon.org/>  
Find out Faringdon's original function, role in the Civil War, look at images of how the town has changed. Get a 'feel' about Faringdon  
If you are a Faringdonian, you may wish to interview older family members or neighbours about what Faringdon was like, what Faringdon means to them, how and why Faringdon has changed.  
Recent key events – the building of the by-pass, new housing developments, changes along Park Road. Please record their reminiscences.
5. What is Faringdon like today and will be like in the future?  
<https://www.faringdowntowncouncil.gov.uk/wp-content/uploads/2016/10/Faringdon-Neighbourhood-Plan.pdf>
6. A good source of information is the government's census collected on April 2021. You will need to find out what the census is.  
Visit the following websites – [www.whitehorsedc.gov.uk](http://www.whitehorsedc.gov.uk) and [www.ons.gov.uk](http://www.ons.gov.uk) [www.neighbourhood.statistics.gov.uk](http://www.neighbourhood.statistics.gov.uk)  
The Vale of the White Horse district council website has manipulated the statistics.  
From this website find out the population of Faringdon, percentage in different age bands, percentage ethnic background, percentage religious background, percentage economically active and economically inactive

and percentage qualifications. Compare these statistics to the national average and find a good way to present this data.

Now analyse this data – what does it tell you about Faringdon? Look for links and connections.

If you live in a surrounding village, you may wish to look at your village statistics and see what they tell you.

7. Focus on Faringdon in more depth. Visit the neighbourhood statistics website and type in the schools postcode SN77LB into the neighbourhood summary. This website contains an astonishing amount of data. Play around with it and see what you can find out. One of the data sets I would like you to look at is the **indices of deprivation**. Areas are ranked – the worst being 1 and the least deprived being 32,844. How does the Vale of the White Horse fare with regard to deprivation?

*The IMD is the Index of Multiple Deprivation. It is an overall measure of deprivation. Deciles are mentioned and they range from 1 to 10. If an area receives a 1, it is considered to be in the top 10% of deprivation nationally.*

If you do not live in Faringdon, type your postcode into the neighbourhood summary box. What does the data tell you about your neighbourhood (village)?

8. Summary and Conclusion – how has your ‘sense of place’ about Faringdon changed? Summarise your main findings/surprises.

## **Activity 2: Physical geography work activity**

### **Physical Geography**

You can produce hand-written work or electronically submitted work.

#### **Activity One**

Coastal systems and landscapes unit

This unit focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, ocean currents and terrestrial (land) and marine sediments. The operation and outcomes of geomorphological (landform) processes and their association with distinctive landscapes is observable.

You will engage with subject content that fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats.

The Holderness coast is a stretch of coast about 60 km in length in East Yorkshire. Produce a project on the coastal geography of the Holderness coast case study. In your project, of about 400-600 words, you should research and write about the following:

1. What is the Holderness coast?
2. Where is the Holderness coast? Include an annotated map with important physical and human features.

3. What coastal processes operate along the coast? Consider erosion, transportation, deposition and weathering.
4. Describe and explain how the following coastal landforms form along the coast:
  - the chalk cliffs, caves and stacks at Selwicks Bay at Flamborough Head
  - the rapidly eroding cliffs at Mablethorpe
  - the spit at Spurn Head.
5. How have people attempted to protect the town of Hornsea from erosion?

Online resources to use:

<https://www.maestegcs.bridgend.sch.uk/wp-content/uploads/2020/06/Geography-Example-Erosion.pdf>

<https://studyrocket.co.uk/revision/a-level-geography-edexcel/coastal-landscapes-change/holderness>

## **Activity Two**

Hazards unit

This unit focuses on the lithosphere (crust and upper mantle) and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, you will be able to engage with many dimensions of the relationships between people and the environments they occupy.

For each of these hazard topics, research the answers to these questions including diagrams and maps on the following topics:

1. Plate tectonics: what is continental drift and how do tectonic plates move?
2. Volcanic hazards: what causes volcanic eruptions? How are volcanoes different?
3. Seismic hazards: what causes seismic (earthquake) hazards? Where are these most severe?
4. Storm hazards: what causes tropical storms? How is their impact different in less and more developed countries?
5. Fires in nature: what causes wildfires? How can wildfires be managed?

**Online resources to use:**

A Level geography <https://www.alevelgeography.com/>

S-Cool A Level <https://www.s-cool.co.uk/a-level/geography>

Seneca <https://app.senecalearning.com/login> This is a free website that is good, but you will need to join it to use their resources. There are specific sections for the AQA A Level geography that you can use.

## Year 12 AQA specification content

The geographical skills such as those for maps, graphs and statistics will be taught within this content below.

### 3.1.3 Coastal systems and landscapes

This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified.

Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

#### 3.1.3.1 Coasts as natural systems

Systems in physical geography: systems concepts and their application to the development of coastal landscapes – inputs, outputs, energy, stores/components, flows/transfers, positive/negative feedback, dynamic equilibrium. The concepts of landform and landscape and how related landforms combine to form characteristic landscapes.

#### 3.1.3.2 Systems and processes

Sources of energy in coastal environments: winds, waves (constructive and destructive), currents and tides. Low energy and high energy coasts.

Sediment sources, cells and budgets.

Geomorphological processes: weathering, mass movement, erosion, transportation and deposition.

Distinctively coastal processes: marine: erosion – hydraulic action, wave quarrying, corrasion/abrasion, cavitation, solution, attrition; transportation: traction, suspension (longshore/littoral drift) and deposition; sub-aerial weathering, mass movement and runoff.

#### 3.1.3.3 Coastal landscape development

This content must include study of a variety of landscapes from beyond the United Kingdom (UK) but may also include UK examples.

Origin and development of landforms and landscapes of coastal erosion: cliffs and wave cut platforms, cliff profile features including caves, arches and stacks; factors and processes in their development.

Origin and development of landforms and landscapes of coastal deposition.

Beaches, simple and compound spits, tombolos, offshore bars, barrier beaches and islands and sand dunes; factors and processes in their development.

Estuarine mudflat/saltmarsh environments and associated landscapes; factors and processes in their development.

Eustatic, isostatic and tectonic sea level change: major changes in sea level in the last 10,000 years. Coastlines of emergence and submergence. Origin and development of associated landforms: raised beaches, marine platforms; rias, fjords, Dalmatian coasts. Recent and predicted climatic change and potential impact on coasts. The relationship between process, time, landforms and landscapes in coastal settings.



#### 3.1.3.4 Coastal management

Human intervention in coastal landscapes. Traditional approaches to coastal flood and erosion risk: hard and soft engineering. Sustainable approaches to coastal flood risk and coastal erosion management: shoreline management/integrated coastal zone management.

#### 3.1.3.5 Quantitative and qualitative skills

Students must engage with a range of quantitative and relevant qualitative skills, within the theme landscape systems. These should include observation skills, measurement and geospatial mapping skills and data manipulation and statistical skills applied to field measurements.

#### 3.1.3.6 Case studies

**Case study(ies)** of coastal environment(s) at a local scale to illustrate and analyse fundamental coastal processes, their landscape outcomes as set out above and engage with field data and challenges represented in their sustainable management.

**Case study** of a contrasting coastal landscape beyond the UK to illustrate and analyse how it presents risks and opportunities for human occupation and development and evaluate human responses of resilience, mitigation and adaptation.

### 3.1.5 Hazards

This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students are able to engage with many dimensions of the relationships between people and the environments they occupy. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

#### 3.1.5.1 The concept of hazard in a geographical context

Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological). Hazard perception and its economic and cultural determinants. Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development. The Park model of human response to hazards. The Hazard Management Cycle.

#### 3.1.5.2 Plate tectonics

Earth structure and internal energy sources. Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading. Destructive, constructive and conservative plate margins. Characteristic processes: seismicity and volcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes. Magma plumes and their relationship to plate movement.

#### 3.1.5.3 Volcanic hazards

The nature of volcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra. Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Impacts and human responses as evidenced by a recent volcanic event.

#### 3.1.5.4 Seismic hazards

The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides. Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events.

Impacts: primary/secondary; environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Impacts and human responses as evidenced by a recent seismic event.

#### 3.1.5.5 Storm hazards

The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides. Spatial distribution, magnitude, frequency, regularity, predictability of hazard events.

Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.

#### 3.1.5.6 Fires in nature

Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency.

Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.

Impact and human responses as evidenced by a recent wild fire event.

#### 3.1.5.7 Case studies

**Case study** of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.

**Case study** at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.

### 3.2.1 Changing places

This section of our specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.

Study of the content must be embedded in two contrasting places, one to be local. The local place may be a locality, neighbourhood or small community either urban or rural. A contrasting place is likely to be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation.

The place studies complement the requirement to embed the study of content in two contrasting places. Study of this section offers particular opportunities to exercise and develop qualitative (and quantitative) investigative techniques and practice-related observation, measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.

#### 3.2.1.1 The nature and importance of places

The concept of place and the importance of place in human life and experience. Insider and outsider perspectives on place. Categories of place: near places and far places, experienced places and media places. Factors contributing to the character of places: Endogenous: location, topography, physical geography, land use, built environment and infrastructure, demographic and economic characteristics. Exogenous: relationships with other places.

#### 3.2.1.2 Changing places – relationships, connections, meaning and representation

In relation to the local place within which students live or study and then at least one further contrasting place and encompassing local, regional, national, international and global scales: the ways in which the following factors: relationships and connections, meaning and representation, affect continuity and change in the nature of places and our understanding of place and, the ways in which students' own lives and those of others are affected by continuity and change in the nature of places and our understanding of place.

##### 3.2.1.2.1 Relationships and connections

The impact of relationships and connections on people and place with a particular focus on: **either** changing demographic and cultural characteristics **or** economic change and social inequalities. How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment, and ideas at all scales from local to global. The characteristics and impacts of external forces operating at different scales from local to global, including **either** government policies **or** the decisions of multinational corporations **or** the impacts of international or global institutions. How past and present connections, within and beyond localities, shape places and embed them in the regional, national, international and global scales.

### 3.2.1.2.2 Meaning and representation

The importance of the meanings and representations attached to places by people with a particular focus on people's lived experience of place in the past and at present. How humans perceive, engage with and form attachments to places and how they present and represent the world to others, including the way in which everyday place meanings are bound up with different identities, perspectives and experiences. How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and thereby shape the actions and behaviours of individuals, groups, businesses and institutions. How places may be represented in a variety of different forms such as advertising copy, tourist agency material, local art exhibitions in diverse media (e.g., film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically such as cartography and census data. How both past and present processes of development can be seen to influence the social and economic characteristics of places and so be implicit in present meanings.

### 3.2.1.3 Quantitative and qualitative skills

Students must engage with quantitative and qualitative approaches across the theme as a whole. Quantitative data, including the use of geospatial data, must be used to investigate and present place characteristics, particular weight must be given to qualitative approaches involved in representing place, and to analysing critically the impacts of different media on place meanings and perceptions. The use of different types of data should allow the development of critical perspectives on the data categories and approaches.

### 3.2.1.4 Place studies

**Local place study** exploring the developing character of a place local to the home or study centre.

**Contrasting place study** exploring the developing character of a contrasting and distant place.

Place studies must apply the knowledge acquired through engagement with prescribed

specification content and thereby further enhance understanding of the way students' own lives and those of others are affected by continuity and change in the nature of places. Sources must include qualitative and quantitative data to represent places in the past and present.

### 3.2.3 Contemporary urban environments

This optional section of our specification focuses on urban growth and change which are seemingly ubiquitous processes and present significant environmental and social challenges for human populations. The section examines these processes and challenges and the issues associated with them, in particular the potential for environmental sustainability and social cohesion. Engaging with these themes in a range of urban settings from contrasting areas of the world affords the opportunity for students to appreciate human diversity and develop awareness and insight into profound questions of opportunity, equity and sustainability. Study of this section offers the opportunity to exercise and develop observation skills, measurement and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

#### 3.2.3.1 Urbanisation

Urbanisation and its importance in human affairs. Global patterns of urbanisation since 1945. Urbanisation, suburbanisation, counter-urbanisation, urban resurgence. The emergence of megacities and world cities and their role in global and regional economies. Economic, social, technological, political and demographic processes associated with urbanisation and urban growth.

Urban change: deindustrialisation, decentralisation, rise of service economy.

Urban policy and regeneration in Britain since 1979.

#### 3.2.3.2 Urban forms

Contemporary characteristics of mega/world cities. Urban characteristics in contrasting settings. Physical and human factors in urban forms. Spatial patterns of land use, economic inequality, social segregation and cultural diversity in contrasting urban areas, and the factors that influence them. New urban landscapes: town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities. The concept of the post-modern western city.

#### 3.2.3.3 Social and economic issues associated with urbanisation

Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. Strategies to manage these issues.

#### 3.2.3.4 Urban climate

The impact of urban forms and processes on local climate and weather.

Urban temperatures: the urban heat island effect. Precipitation: frequency and intensity. Fogs and thunderstorms in urban environments. Wind: the effects of urban structures and layout on wind speed, direction and frequency. Air quality: particulate and photo-chemical pollution. Pollution reduction policies.

#### 3.2.3.5 Urban drainage

Urban precipitation, surfaces and catchment characteristics; impacts on drainage basin storage areas; urban water cycle: water movement through urban catchments as measured by hydrographs.

Issues associated with catchment management in urban areas. The development of sustainable urban drainage systems (SUDS).

River restoration and conservation in damaged urban catchments with reference to a specific project. Reasons for and aims of the project; attitudes and contributions of parties involved; project activities and evaluation of project outcomes.

### 3.2.3.6 Urban waste and its disposal

Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption. Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes. The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, incineration, burial, submergence and trade. Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.

### 3.2.3.7 Other contemporary urban environmental issues

Environmental problems in contrasting urban areas: atmospheric pollution, water pollution and dereliction. Strategies to manage these environmental problems.

### 3.2.3.8 Sustainable urban development

Impact of urban areas on local and global environments. Ecological footprint of major urban areas. Dimensions of sustainability: natural, physical, social and economic. Nature and features of sustainable cities. Concept of liveability. Contemporary opportunities and challenges in developing more sustainable cities. Strategies for developing more sustainable cities.

### 3.2.3.9 Case studies

**Case studies** of two contrasting urban areas to illustrate and analyse key themes set out above, to include:

- patterns of economic and social well-being
- the nature and impact of physical environmental conditions. With particular reference to the implications for environmental sustainability, the character of the study areas and the experience and attitudes of their populations.