



# EMMANUEL COLLEGE GEOGRAPHY DEPARTMENT

## Year 11 Transition Tasks

### from GCSE to Advanced Level...

**Hello potential A Level Geographers,**

*It is great to see that you are thinking of studying Geography Advanced Level at Emmanuel College Sixth Form. These transition materials are designed to give you a little flavour of some of the work that you will be doing if you are successfully enrolled on the course in September and to give you a head start with your studies.*

*In these materials we will explore some of the topics that you will be studying including:*

#### Physical Geography

**WATER AND CARBON CYCLES & COASTAL SYSTEMS AND LANDSCAPES**

#### Human Geography

**GLOBAL SYSTEMS AND GLOBAL GOVERNANCE & CHANGING PLACES**

*Studying a full Advanced A level course is a large step up from your GCSE studies and can be challenging at times. There will be unfamiliar content and terminology throughout this course. Therefore, we would like you to explore some key terms and concepts as well as start to get yourself familiar with some of the course content, themes and case studies.*

*For full details of the Geography Advanced Level Course please see the information in the Emmanuel College prospectus and on the college and exam board websites. Please note that the exam board that we follow at Advanced Level is **AQA** and you can use their website to find full details of the course content and some past papers to view.*

*We would like you to complete the tasks on the following pages which are designed to give you a good grounding before you embark on your studies next academic year. These should be handed in to the relevant subject teachers during the first week back in September. We hope you will enjoy discovering more about our fascinating subject.*

**The Geography Department**

**Emmanuel College.**

This unit from the AQA A-Level Geography syllabus examines a range of global systems and areas of global governance, with a particular focus on the process of globalisation and the way it has helped to shape international trade and political agreements (an area of study often referred to as Geopolitics.)

At the current time, this topic has never seemed more relevant in our geographical studies with several recent and/or ongoing events linking directly to areas of the specification e.g. the UK finally leaving the EU trade bloc (Brexit), the impacts caused by the global pandemic of COVID-19, global concern for the continent of Antarctica (which does not belong to any single nation) as result of changing patterns of climate. Here is a link to an article published by the Royal Geographical Society which outlines the context in which the unit was included in the current A-Level Geography syllabus.

<https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=38d91d2a-9fdd-47ef-97fb-2029038d130f&lang=en-GB>

Here is a research task that will give you a taster of some of the content of this unit, as you consider your future A-Level choices.

### **Task 1 – Globalisation**

***Globalisation is the increasing connections between places and people across the planet, established through trade, politics and cultural exchanges, and helped by technology and transport.***

#### Dimensions of Globalisation

- Flows of capital (e.g. money moving between countries due to investments and trade)
- Flows of labour (e.g. the ability of the workforce to move within and between countries i.e. rural to urban migration, counter-urbanisation and international migration )
- Flows of products, services and information (e.g. goods being produced in one country and then being transported out of the country, UK customer service centres being outsourced to places like India, global spread of information via internet and satellite/cable networks)

#### Factors in Globalisation

- Developing technologies (e.g. IT, mobile telephones, satellite and cable, mechanisation within industries like agriculture and manufacturing)
- Financial systems (e.g. global stock exchanges, changing currency values)
- Transport systems and infrastructure (including changing costs, travelling times and increase in routes)
- Security systems (including border controls and cybersecurity)
- Global communication networks (including impact of internet, video conferencing, social media etc.)
- Trade agreements between countries (e.g. EU, NAFTA, ASEAN)

## **Q: Is globalisation a good thing?**

*ADDITIONAL NOTES: Consider carefully the range of impacts that globalisation has had on life here in the UK and in other parts of the world. Use the geographical sub-headings to help you evaluate this fully e.g. think about economic impacts, environmental impacts, social & cultural impacts, political impacts. Again, you should aim to make **at least 3** separate points in your response, and must ensure you have considered both the benefits of globalisation and some of the main concerns*

## **(Physical Geography) Water and Carbon Cycles**

### **PART A**

Carry out some wider reading and research into the following areas of this topic. Then using the information you have gathered here in PART A answer the questions in PART B below.

- Explore Natural Systems. Make sure you understand the stores, flows, boundaries and inputs and outputs in both the Carbon and Water cycles.
- Find out what is meant by both the terms open system and closed system.
- Define the following terms: Cryosphere, Biosphere, Lithosphere, Hydrosphere and Atmosphere.
- Explore and find out about drainage basins what are the inputs and outputs and processes in a typical drainage basin.
- Find out how much carbon is stored in all earth's stores including: Cryosphere, Biosphere, Lithosphere, Hydrosphere and Atmosphere and how the amounts stored there may change over time.

### **PART B**

- 1) What is the global water cycle and what causes changes within the various water cycle stores?**
- 2) What is the carbon cycle and what causes change within it? (Mention both human and physical causes of change in your answer.)**

*Geographers are interested in places, not just the location but the character, the perceptions and thoughts that we might have about them. What do people feel and think about the place we are looking at or living in? How do other people's perceptions differ?*

*Explore one or two places in your local area - Newcastle or Gateshead would be a good place to start. You could do this both in person and using online resources. What makes your chosen place special and or unique? What do people who live there think about it? Why do people who visit think differently about the place to the people who live there? Explore how your chosen place is represented on various websites and across different media sources.*

*Consider how places are represented by data/statistics, maps, TV programmes (e.g. Vera), films, photography, paintings, stories, articles, reports, music and poetry.*

### **Questions**

- 1. How can we define what is meant by 'place' as an A level Geographer?**
- 2. What shapes the character of a place?** *(Use Newcastle or Gateshead as your answer or another town or place that you might be familiar with.)*
- 3. Give three strategies that could be used to alter people's perception of a place?**

## (Physical Geography) COASTAL SYSTEMS & LANDSCAPES

### PART A

Carry out some wider reading and research into the following areas of this topic. Then using the information you have gathered here in PART A answer the questions in PART B below.

- Find out about sources of energy and why we have high energy and low energy environments.
- Where does sediment come from? What is a sediment cell?
- Remind yourself about how the coastal processes of erosion, transport and deposition, as well as how weathering and mass movement take place.
- Be able to explain how a range of coastal landforms (e.g. wave cut platforms, headlands and bays, beaches, spits) are formed.
- Find out about isostatic and eustatic sea level change. Explore what has happened to our sea levels over the past 100 years and how it has affected us and the environment.
- Finally think about how humans attempt to manage our coastline and how future management could be sustainable.

### PART B

- 1) What are the sources of energy at work along the coast?**
- 2) What is a sediment cell?**
- 3) What is weathering and mass movement and how does it help shape our coastline?**
- 4) What causes sea level change and how might it affect people and the landscape?**