



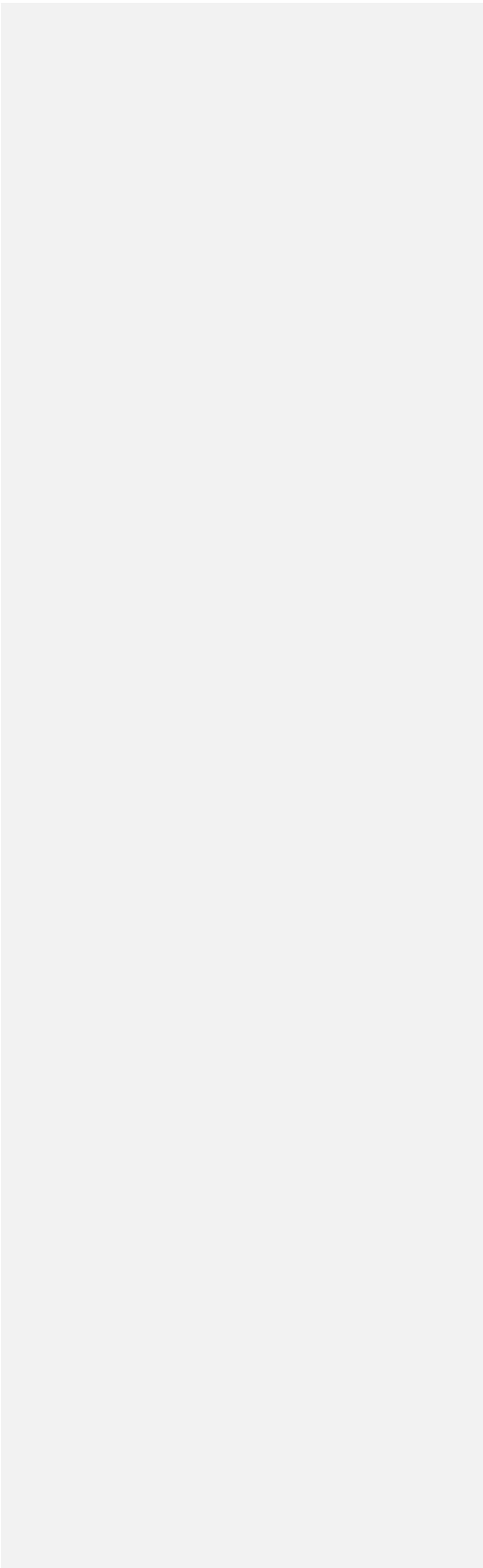
DIXONS  
SIXTH FORM  
ACADEMY

# SUMMER WORK: A LEVEL GEOGRAPHY

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23

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# About the Summer Work

This booklet contains a number of tasks that students are expected to complete to a good standard in order to be able to be enrolled in this subject.

Please complete these tasks on A4 paper and bring them with you to the first lesson.

The work handed in should be:

- written in black or blue ink on A4 lined paper
- written in full sentences with no copying and pasting from external sources
- have all compulsory tasks completed
- Have student's full names on each sheet
- multiple sheets should be connected together

This booklet also contains significant additional information and a range of optional tasks. We would encourage you to complete all the tasks including the optional ones to fully prepare for Sixth Form study.

The tasks are designed to build on your knowledge from GCSE but also give you greater understanding of the fieldwork and coursework element of the course. Due to Covid, you have not participated in enough fieldwork to gain the correct level of skill required at A-Level.

This work should take you maximum 10 hours to complete.

# Welcome to Geography

## Subject outline

First year A-level Geographers! Great choice of A-level, we look forward to seeing you in August! Hopefully you are ready to get started on a fantastic A-level course where you will have the chance to really enhance your understanding of the world around you. The work in this booklet is designed to help you make the best possible start to the course. Some of it is reviewing and building on work you have done at GCSE, some of it is putting some important basics in place, and some of it is about extending and exploring what is happening in our world.

There has never been a better or more important time to study A level Geography. Dealing with vital issues such as climate change, migration, environmental degradation, social issues and natural hazards, A level Geography is one of the most relevant subjects for students to study. Students enjoy the scope of the material they cover in geography, the insights it can provide into the world around us and the highly contemporary nature of the issues it tackles.

The core skills and attributes that an A-Level geographer will develop are critical thinking, decision making and essay writing. In addition, the coursework allows students to develop the whole breadth of investigative skills including data collection, analysis and critical evaluation.

A successful Geography student is organised, engaged and dedicated to developing their skills and knowledge. Geographers should be naturally inquisitive, with a desire to understand the world around them and identify possible solutions to current global issues. This desire should allow students to create a high level of studentship both within and outside of lessons.

Outside of lessons, students should be completing at least 5 hours of study a week, completing classwork, creating revision material, planning and answering exam questions, increasing knowledge through podcasts, news articles, TED Talks and documentaries. And of course, staying organised.

## How this course is assessed

Paper 1 - 30% of A Level – 2h 15mins

Paper 2 - 30% of A Level – 2h 15mins

Paper 3 - 20% of A Level – 2h 15mins

Coursework: 20% of A Level.

Students will be given guidance in selecting an individual, unique question that relates to an area of the course outlined above. They will then carry out a geographical investigation, which includes fieldwork, to help answer that question. Students must carry out a minimum of four days of fieldwork over the two years.

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## Careers & Higher Education

Geography graduates are very employable, with the skills, knowledge and understanding gained during a geography degree held in high regard by employers. Geography is concerned with the real world, past, present and future, and is viewed by the top universities in the country as one of the eight facilitating subjects, i.e. it opens a much wider range of options at university and beyond.

Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths. It's often said that there is no such thing as a geography job; rather there are multiple jobs that geographers do.

When taken with Sciences and Mathematics, Geography supports applications for almost any science-based university course like Engineering, Psychology, Environmental Sciences, Oceanography and Geology.

Taken with Humanities, Geography supports an equally wide range of university courses such as Law, Business, Media, Politics and Philosophy.

**For more information about study a Geography degree please follow the following links**

[www.thecompleteuniversityguide.co.uk/league-tables/rankings/geography-and-environmental-science](http://www.thecompleteuniversityguide.co.uk/league-tables/rankings/geography-and-environmental-science)

<https://www.rgs.org/geography/choose-geography/careers/>

<https://www.rgs.org/schools/teaching-resources/going-places-with-geography-brochure/>

**Links to key information:**

[Edexcel A-Level Specification](#)

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-5-FINAL.pdf>

[Physics and Maths Tutor - Geography](#)

<https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/>




## Task 2 – Mini NEA Pilot Survey

**Question: “To what extent has the popularity of an area affected it?”**

This is a task which is designed to give you a chance to increase your investigative skills, creating a document which covers all aspects an investigation as A-Level. The course for Geography is worth 20% of your final grade.

### Intro and planning:

1. Choose a place (urban/rural) that it is safe for you to travel to either locally or further afield (it doesn't have to be a really popular area...it could be a quiet one!)
2. Research the place to find out what it's like and why people go there (could also use social media e.g. search for # on Instagram, Twitter, Facebook)
3. Use this website <https://www.geography-fieldwork.org/a-level/> to help you understand some of the basics behind fieldwork

### Fieldwork:

4. Visit the place and conduct the following:
  - a. **Interaction study for 15 mins each**
    - i. Find somewhere safe to position yourself that is not in the way, on a piece of paper or on your phone record the number of people that stop in the area for a few seconds or more and look at something specific (e.g. a view, statue, information board etc) and the number of people who just walk on past. (you could use a table like the one below!)

ii. Repeat this at a 2<sup>nd</sup> site in the area

	Tally
People who "interact" with the area	
People who walk past	

**b. Environmental quality survey (EQS)**

- i. Complete an environmental quality survey of your 2 chosen sites in the area using the categories in the table below and take some photos of the sites and area. (that's 2 EQS!)

<https://www.field-studies-council.org/resources/14-16-geography/urban/inner-cities/fieldwork/>

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**Environmental Quality - Area** \_\_\_\_\_

General description of the area:
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	0	1	2	3	4	5
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**Buildings**

High density (many properties within a small space)							Low density (few properties, lots of space)
Badly designed / ugly							Well designed / pleasing to the eye
No maintenance / no evidence of improvements							Evidence of maintenance / improvements
Extensive vandalism / graffiti							No vandalism / graffiti evident
<b>Total Score - Buildings</b>							

**Traffic**

Parking is difficult - Many vehicles parked on road							Parking in garages or driveways.
Air smells heavily of traffic fumes							No smell of car fumes
High noise volume from traffic							No traffic noise
Dangerous for people							Safe for people
<b>Total Score - Traffic</b>							

**Open Space and Gardens**

No garden / open space – door opens to street							Large gardens or open space outside house
Garden / open space in poor condition							Garden / open space in good condition
No greenery visible							Trees / shrubs / greenery visible
No public parks							Public parks easily accessible
<b>Total Open Space Score</b>							

**General Quality**

Much litter							No litter
Paths poorly maintained / broken paving etc.							Paths well maintained
Area is undesirable							Area is desirable
Unwelcoming feel							welcoming feel
<b>Total Score - General Quality</b>							

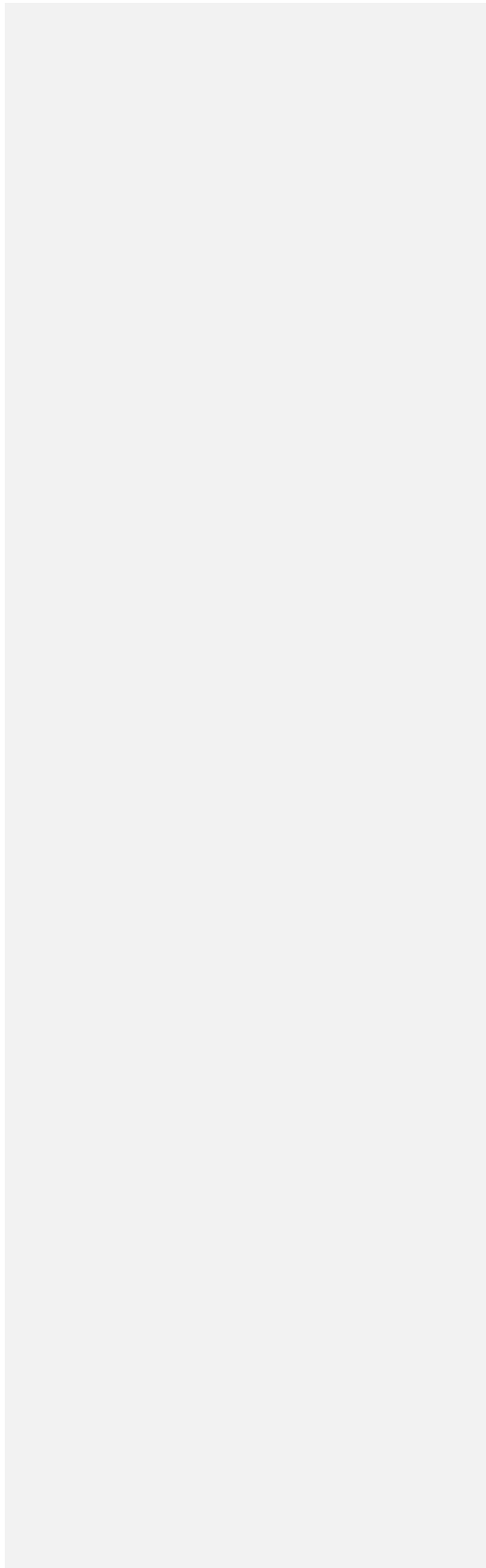
<b>Total Environmental Quality Score</b>	
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**c. Management study**

- i. Look around the area and record any examples of management in place in the area (some examples are below but you might see many more!) take some pictures of what you see too!

<b>Management</b>	<b>Tally</b>
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Bins	
Signposts	
Information boards	
Bike lanes	
Road crossings	
Car parks	
Information centres	



## The Report:

You need to write a short report that includes the following:

### Introduction

- Labelled location map of the place and your 2 sites (you could use google maps to plot your location)
- Brief history of the place, what it is like and reasons why it's popular (or not) (max ½ page)

### Data presentation

- Use google sheets/ excel to draw graphs of your data. You must do the following graphs plus 2 more of your choice:
  - a. Bar chart of interactions
  - b. Radar graph to compare the total scores for the 4 categories: buildings, traffic, open space & gardens, general quality
  - c. Management examples word cloud (<https://www.wordclouds.com/>)
    - i. Type the list of what you saw into the word cloud document, making sure if you saw more than one you type it the number of times it appeared (eg if 3 bins write "bins, bins, bins")

(there are plenty of online videos about how to do this...just google, here's the official help info!

<https://support.google.com/docs/answer/63824?co=GENIE.Platform%3DDesktop&hl=en>)

### Analysis and conclusions

- Description of the patterns shown in the graphs
- Reasons why you think these patterns exist
- Answer the question: ***For the site you have chosen to what extent has the popularity of the area affected it?***

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### Evaluation

- How might your results be different if you'd visited on a different day/at a different time? Why?
- Do you think you have enough evidence to answer the question fully? Why / Why not?
- What other information would you want to know? How would it help?

### Bibliography

- List all the website links you used to research the place (don't just write google/wiki thou!!)

# Optional – Super Curricular Tasks

These tasks are designed to stretch your love of learning and engage in the broader context we will study at A-Level

## 1. China's Special Economic Zones: an analysis of policy to reduce regional disparities

An open access research paper – Create a 10 Point Fact File once you have read the article

<https://www.tandfonline.com/doi/full/10.1080/21681376.2018.1430612>

Despite being an academic publication, the language used is accessible with a clear structure to the paper. This paper explains how the implementation of SEZs has led to prosperity in the coastal regions of China but created additional economic disparity between regions. It is therefore proposed that the SEZs are extended or set up in different parts of the country- in order to close the economic gaps. Thus, for students learning about China's SEZs as a government action to encourage globalisation, this paper is excellent for extending their knowledge.

## 2. Is it time to retire the term 'developing country'?

Prospect magazine article – Create a 10 Point Fact File once you have read the article

<https://www.prospectmagazine.co.uk/world/is-it-time-to-retire-the-term-developing-country-wto-united-nations-global-inequality>

Published in December 2019, this up to date article discusses the nebulous term and the reasons why some of the largest economies in the world are keen to hold onto the classification of a 'developing country'. Much of the information in this article will be new to A-Level students thus giving them a new perspective on the concept of development and taking them beyond the classifications used in their A-Level course.

## 3. 50 Things That Made the Modern Economy: Shipping Container

BBC Podcast.

<https://www.bbc.co.uk/sounds/play/p04g1ddh>

In this podcast by the BBC News World Service, the fundamental importance of the shipping container in the global economy is discussed in detail. Whilst students study containerisation briefly as a means of accelerating globalisation, it is likely that you don't dwell on the significance of this humble metal box for long. For students wanting to go beyond the specification, it is fascinating to consider just how essential container shipping is for their way of life- for the cheap consumer goods and the 'just-in-time' supply chains. Students could make notes on the following three questions:

- What were the challenges before containerisation?
- Why was containerisation not welcomed at first?
- What has containerisation enabled?

#### 4. World Trade Explorer: How does the UK trade with the rest of the world?

Interactive data tool.

<https://www.ons.gov.uk/businessindustryandtrade/internationaltrade/articles/worldtradeexplorer/2019-07-24>

This interactive data tool from the ONS helps student to understand how the UK trades with the rest of the world. When a country is selected, the total UK trade is shown as well as the goods balance and services balance. In terms of studying globalisation, this world trade explorer goes some way to showing students the complexity of the global economy and is fascinating to explore. Some tasks that could be set for students include the following.

Before using the tool:

- Can you name 3 countries that you think the UK might have a trade deficit with? (we import more than we export).
- For each country, why do you think this?
- Can you name 3 countries that you think the UK might have a trade surplus with? (we export more than we import).
- For each country, why do you think this?

Using the tool:

- Explore the trade relationship with the following countries (all discussed in the globalisation topic) and make notes on what you find: China, America, North Korea, India, and Chad.

#### 5. What makes Delhi's air so deadly?

Vox video.

<https://www.youtube.com/watch?v=bVzvZxW5n2Q>

The Vox video channel, available on YouTube, has been much-celebrated as an A-Level resource owing to the wide array of topics covered. It is well worth looking through the videos and selecting those relevant to your A-Level teaching. This particular one is useful for thinking more critically about air pollution. The specification discusses air pollution as a negative environmental impact of globalisation and Delhi is often used as an example of a city whose air is particularly deadly but have students considered the array of different conditions that combine to cause such deadly air? This video explains that, encouraging synoptic and critical thinking and thus going beyond the specification.

# Reading list

## Books

The Power of Geography (Tim Marshall)  
What Does China Think? (Mark Leonard)  
Why Nations Fail (Daron Acemoglu and James Robinson)  
No One Is Too Small to Make a Difference (Greta Thunberg)  
The Bottom Billion (Paul Collier)  
Ghosts of the Tsunami (Richard Lloyd Parry)

## Websites

<https://www.geography.org.uk/Student-guidance>

<https://geographyrevisionalevel.weebly.com/>

<https://www.bookscrolling.com/the-best-geography-books-of-all-time/>

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